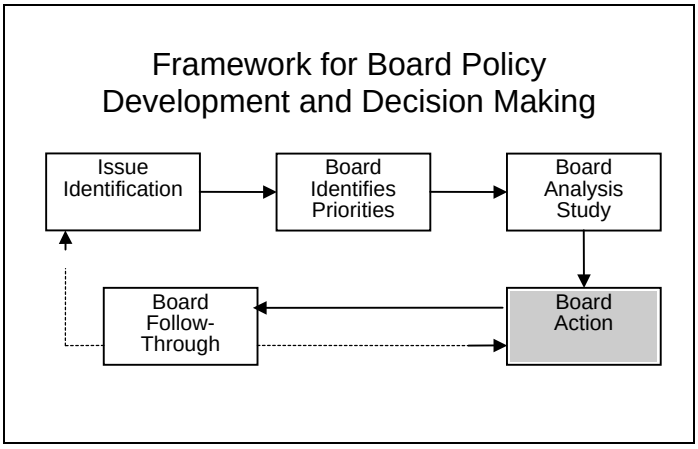
Iowa State Board of Education

Executive Summary
March 8, 2007



Agenda Item: The Carl D. Perkins Career and Technical Education Act of 2006—Transition Plan—July 1, 2007 – June 30, 2008

Iowa Goal: 3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

Equity Impact Statement: This report describes services provided by the high school and community colleges that support open access, education, and programs to constituents.

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Bureau of Community Colleges and Workforce Preparation

Attachments: 2

Recommendation: It is recommended that the State Board approve the Carl D. Perkins Transition Plan—July 1, 2007 – June 30, 2008.

Background: By completing the reauthorization of the 2006 Perkins Act, Congress showed its overwhelming support for career and technical education. Perkins funds are critical to the continued provision of high school and postsecondary career and technical programs in Iowa. This presentation provides an overview of the state's transition plan—July 1, 2007 – June 30, 2008.

U. S. Department of Education
Office of Vocational and Adult Education

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The Carl D. Perkins Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: **Iowa**

Eligible Agency Submitting Plan on Behalf of State:
Iowa State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: _____

Name: Dr. Janice Friedel

Position: Administrator, Division of Community Colleges & Workforce Preparation

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Type of State Plan Submission (check *all* that apply):

_____ 6-Year

__X__ 1-Year Transition

_____ Unified – Secondary and Postsecondary

_____ Unified – Postsecondary Only

_____ Title I only (*All Title II funds have been consolidated under Title I*)

_____ Title I and Title II

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. Prepare and submit to the Secretary a State plan for a 6-year period or a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

The State of Iowa has prepared a transition plan for the first year of operation of programs (2007-08) under the Act.

2. Describe the career and technical education activities designed to meet or exceed the State adjusted levels of performance, including a description of-

(a) career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that: Incorporate secondary and postsecondary education elements:

i. Incorporate secondary education and postsecondary education elements;
ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with post-secondary education to adequately prepare students to succeed in postsecondary education.
iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits, and
iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The Iowa Department of Education staff has held several sessions to discuss the programs of study requirements under the Perkins Act IV. The intent of the discussions were to describe Career and Technical Education programs that would meet State and Federal requirements and address any other issues that would impact the definition for programs of study. The requirements in A2 (a) I-IV are addressed in a comprehensive statement that identifies the requirements for programs of study. During the transition year, eligible recipients will be convened to acquire their input regarding programs of study. This input will be used to make modifications within the state plan for a five-year period.

<u>Requirements for Programs of Study</u>:

- The programs of study described in this section of the transition plan are consistent with Iowa Code for secondary and postsecondary schools and the State Board of Education approved CTE program approval requirements and procedure. (Iowa Code 256.11(5)h; 258.3A; 258.4 (Requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (Requirements for Career Academies)

- CTE programs of study will consist of coherent and rigorous curriculum that includes academic and technical content that is a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field.
- The CTE programs of study may include concurrent enrollment opportunities for postsecondary credit.
- As part of the local needs assessment process, school districts and community colleges shall evaluate opportunities for concurrent enrollment.
- CTE programs of study must include a sequence of at least three units of CTE coursework offered to the secondary level and linked to postsecondary education leading to an industry-recognized certificate or credential, including the bureau of apprenticeship and training, credit certificate, diploma, Associate of Applied Science (AAS) or Associate of Science (AS) with a career option in a specific career field. (Iowa Code: {256.11(5) h; 258.3A; 258.4 (requirements for Vocational Education); 260C.14 and 260C.18A 281-47.2(260C) (requirements for Career Academies)
- The CTE programs of study at the secondary level, will include competency-based applied learning that contributes to academic knowledge, higher order thinking skills, reasoning and problem-solving skills, work attitudes, general employability skills, leadership, and knowledge of all aspects of the industry including entrepreneurship. (Iowa Code Chapter 12.5(7))
- The director of the Iowa Department of Education will approve the CTE programs of study through the Iowa program approval process.
- The CTE coursework will be offered through comprehensive high schools and meets the Iowa high school graduation requirements.
- Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee and meet all of the requirements of the Iowa program approval process.
- The Programs of Study will be evaluated through an annual review of the Perkins performance requirements for academic and technical attainment, placement and retention data, degree attainment data, and nontraditional career data for secondary and postsecondary programs. Additionally Iowa Code requires a more in-depth review of 20 percent of all CTE programs each year. (Iowa Administrative Rules Chapter 24, 24.5(4))

(b) In consultation with eligible recipients, develop and implement the CTE programs of study described in (a) above:

<u>Programs of Study Process:</u>

The Department of Education will engage the existing community college chief academic officers, community college CTE directors, school administrators, Iowa ASCD, and Tech Prep network to facilitate the development of Programs of Study. The development and design of

programs of study will utilize the current Iowa Tech Prep model that integrates career, technical and academic requirements with the federal requirements.

- During the transition year, the Department of Education will use a stakeholders group to develop the CTE structure (service areas, clusters, and pathways) and the framework for programs of study.
- During the transition year, eligible recipients will develop and implement at least one program of study within their district or consortium that mutually benefits all members of the consortium.
- All programs of study must meet the requirements set by the Department of Education for CTE program approval and must receive approval from the director of the Iowa Department of Education.
- At the end of the transition year, eligible recipients will have written agreements for the career-focused programs of study between educational entities. These agreements will define curriculum, operational policies and procedures, and credit provisions. Courses, both academic and technical and secondary and postsecondary, will include competencies (technical skill) for each course.
- Eligible recipients shall provide information regarding the programs of study through Project Easier, Plus CTE and AS-28 accordingly.
- Eligible recipients will have an advisory committee with representation of both levels of instruction on the committee.

(c) Support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Articulation

One of the goals of Perkins III for both secondary and postsecondary education was to develop and improve linkage between the respective levels. State staff assisted with the establishment of articulation agreements between secondary and postsecondary CTE. During accreditation visits, Department of Education staff monitor to ensure that articulation agreements are established for each program. The state has implemented legislation that provides incentives to students, parents, and schools for providing postsecondary enrollment opportunities to secondary students through two legislative initiatives—supplemental weighting and Postsecondary Enrollment Options Act. The Department of Education also continued to provide leadership in the development of statewide articulation within program areas from secondary to postsecondary, as well as from community college to college/university.

Throughout implementation of the Carl D. Perkins Act of 1990 and 1998, the state of Iowa has placed heavy emphasis on the linkage and articulation between secondary and postsecondary education. In addition, state legislation on CTE passed in 1989 required articulation for CTE programs. The Tech Prep consortia in Iowa have played a major role in promoting and implementing linkage/articulation between secondary and postsecondary education. Several community colleges deliver college level curriculum to secondary career and technical students through jointly administered programs.

The continued focus on linkage through articulation agreements in Perkins IV is positive. While the Perkins III provision was broadly connecting secondary and postsecondary programs, Perkins IV specifically refers to articulation agreements and Tech Prep as a means of achieving effective learning transition.

The state will continue to require eligible recipients to develop and implement articulation agreements between secondary education and postsecondary education institutions in the following ways:

- In order to implement the new federal legislation effectively and provide necessary technical assistance to Iowa's schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.
- In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements between secondary and postsecondary education; and continuing to align and articulate curricula between secondary and postsecondary, as well as postsecondary to postsecondary to assist students in successful transition.
- Program articulation will be required within programs of study.
- A process will be developed to examine policy issues to assure a seamless transition for learners. Policies will be examined for barriers impacting transition from one learning level to another and the portability of credit to strengthen seamless transition.
- The DE will expand focus of the articulation from secondary to two-year programs and the transition from two-year programs to baccalaureate degree programs.
- The process to review existing programs (including courses) and statewide articulation agreements, as well as the need for new agreements will be developed. Continued partnerships with the Regent universities, private colleges and universities, community colleges, and high schools will be utilized. Additional applications of the Bachelors of Applied Studies at the University of Iowa will be studied. A committee will be convened to determine essential components of articulation agreements.

(d) Make available information about CTE programs of study offered by eligible recipients to secondary level:

Information about programs of study will be disseminated in a variety of methods and resources. CTE program consultants provide technical assistance to the eligible recipients about technical knowledge and skills and infused academic and career skills and knowledge. Professional development opportunities, utilizing the Iowa Professional Development Model (IPDM) for eligible recipients, will be conducted to provide best practices for integrated career and technical education programs. The areas of priority for professional development are academic integration, applied learning, working with special populations, and the incorporation of the use of data.

Examples of resources include Iowa Choices (Iowa's career information and decision-making system), electronic bulletins and updates, student course handbooks, secondary school

curriculum guides, community college handbooks, and publications such as Iowa's Community College Program Guide, and Iowa Career Resource Guide.

Iowa legislation requires all eighth grade students to complete an educational plan for high school graduation with parental involvement and approval**.** The educational focus of the eighth grade student plans will support the Programs of Study.

School counselors and teachers facilitate learning about career development education in grades 7 through grade 12 through career development information about career clusters, workplace skills, occupations, postsecondary opportunities, and educational opportunities with Programs of Study. Secondary school staff are encouraged to utilize electronic and print resources to inform students and parents about the opportunities available as students plan their coursework in high school and postsecondary college or training.

Section 118

The Department of Education Division of Community Colleges and Workforce Preparation is designated as the entity to meet compliance with Section 118 – Occupational and Employment Information. The DE convened a stakeholder group of counselors, teachers, administrators, community college staff, and others to develop the specifications for a statewide Career Information System (CIDS). Based on their recommendations, the DE has designated Iowa Choices, as the statewide Iowa CIDS. With their recommendations, Iowa Choices meets the following requirements for Section 118:

- *Assisting students in identifying "high-skill, high-wage, or high-demand" occupations and "emerging professions."*
- *Assisting students to have access to regional occupational information for preparation for careers that exist in their area and provide a family-sustaining wage.*
- *Promoting a vast array of career options for all students, including nontraditional career areas.*
- *Encouraging students to take higher-level academics for preparation of a career goal.*
- *Preparing students for a successful postsecondary transition.*
- *Facilitating parent involvement.*

During the transition year, the DE and it's partners, Iowa College Student Aid Commission and Iowa Student Loan Liquidity Corporation, will provide at no cost to Iowa middle and high schools, the access to the Iowa Choices (CIDS) for middle and high school students, youth correctional facilities, community colleges and public/private higher institutions, and Iowa Workforce Development centers.

Career information resources are a critical component for the professional development of counselors, administrators, and CTE instructors. These resources will be used to facilitate and support quality career guidance and academic counseling through school counselors, CTE instructors, transition coordinators, advisor/advisee programs, and academic core teachers at the secondary and postsecondary level to provide career development tools for curriculum and instructional strategies.

Local plans for secondary schools must specifically describe how career guidance and academic counseling will be provided to career and technical students. Information about how students can transition to postsecondary education setting must be described. Also, local plans for postsecondary schools will describe how resources will be provided to CTE program students, and a strong linkage on financial aid information and links to the associate degree and baccalaureate programs.

(e) For secondary and postsecondary career and technical education programs to be carried out, develop, improve, and expand access to appropriate technology in CTE programs.

Technology in CTE programs is incorporated into the delivery of program content. The Department will develop technical assistance designed to expand the use of technology in program delivery and professional development. Distance learning systems used for professional development and community college concurrent enrollment classes increases access for students and staff. Updated industry-related technology will be encouraged in skill certification for career and technical programs.

The state will develop a professional development process to deliver instructional methods utilizing technical skill applications. When applicable, joint professional development for secondary and postsecondary instructors will be delivered. The Department will encourage partnerships with business and industry to facilitate increased access to appropriate technology in career and technical education programs.

The use of technology for professional development will be encouraged. Professional development will be designed to include sharing of technology.

(f) The criteria to be used to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will---

The local application has been revised to include items requiring that eligible recipients describe how they are addressing these three elements, in addition to other requirements as specified by the Act. The application also includes an assessment instrument that eligible recipients may utilize to determine their program's current status for each of the criteria. DE staff will utilize a criterion-based rubric **(see Appendix A)** to guide the review process of applications submitted by eligible recipient to determine compliance with the required criteria.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

All career and technical education secondary programs in Iowa are located in comprehensive high schools. All enrolled students in these school systems have the opportunity to graduate with a regular high school diploma. The same requirements are in place for all students, including special populations students.

The application for the Carl D. Perkins Career and Technical Education Act 2006 will require information from the school districts and consortia regarding the measures taken to encourage high school completion during the grant application and implementation process. General education students and special populations student demographic data will be disaggregated. Local districts will be encouraged to utilize this data in their local needs assessments to develop strategies that may increase the number of students who graduate with a diploma.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Throughout the implementation of Perkins III, Iowa developed programs that provide a seamless pathway for students leading to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. These programs provide direct opportunity to access postsecondary education and prepare students to enter into high-skill, high-wage, or high-demand occupations. In addition, Iowa has requirements that high schools show the demand for skilled employees in related occupations as part of the state program approval process.

In addressing high-wage, high-skill, or high-demand, multiple factors will be considered as eligible recipients develop programs that lead to high-wage, high-skill or high-demand occupations. The state will work with Iowa Workforce Development (Department of Labor) to provide assistance to the eligible recipients regarding regional determination of high-wage, high-skill, or high-demand. Iowa Workforce Development determines high-demand on a statewide level as an industry with an annual growth rate of 1.2 percent (1.2%). High-wage is determined on a statewide level as being above the mean annual wage for employment. Iowa Workforce Development will provide high-skill information on a regional level.

Industry skill certifications are increasing in importance to employers and students. In the fall of 2005, Iowa conducted surveys to gather baseline information about the skill credentials community college and high school students receive. Among the data collected was information about what programs are aligned with certifications, who issues the credentials, whether aligned instructional programs are certified or accredited by that entity, whether the entity has credential requirements for the instructors, whether the test is voluntary, whether students take the exam while enrolled or after graduation, and exam pass rates.

The colleges reported a diverse array of certifications in a variety of career clusters. The state will use this information to make informed decisions on how the state will be able to address the performance indicator related to industry certifications and credentials.

The state will continue to foster alignment to industry-recognized skill standards and encourage the use of skill credentials. As “programs of study” are implemented, the state will encourage, when possible and appropriate, the utilization of industry-recognized skills standards and provide the opportunity for students to access industry skill credentials. Iowa programs of

study will identify both academic and technical courses that prepare students for success in higher education and the workforce. Because career and technical education is offered as an integral part of Iowa's comprehensive high schools, all Iowa students have the same graduation requirements.

(i) How funds will be used to improve or develop new career and technical education courses [Sec. 122 (c)(1)(D)]

The local application guidelines will provide information regarding use of funds to improve or develop new career and technical education programs of study. These programs will integrate rigorous and challenging academic and career and technical instruction and lead to an industry-recognized certificate or credential, including the Bureau of Apprenticeship and Training, credit certificate, diploma, Associate of Applied Science (AAS), or Associate of Science (AS) with a career option in a specific career field. The program of study will be designed to prepare career and technical students for high-skill, high-wage, or high-demand occupations in current and emerging professions and that link secondary and postsecondary education. Eligible recipients may choose to use funds to improve or develop new career and technical Programs of Study if their local application identifies and documents this is a need and ensures that the career and technical program of study will result in skills that are valued by the workforce. Perkins funds may be used to develop CTE curriculum that focuses on both preparation in core academic (ESEA) and career and technical programs of study, purchase required equipment including relevant technology that will strengthen academic and technical achievement, develop appropriate promotional materials, and provide support for entrepreneurship education and training. Perkins funds may also be used to provide professional development for instructors, counselors, and administrative personnel who are involved in career and technical education programs.

Because the majority of Iowa secondary schools participate in a consortium, the consortia will be encouraged to develop new career and technical education courses to expand or establish new programs of study as a consortia-wide initiative. Technical assistance will be provided from the state level for the development of new career and technical programs of study.

(j) Facilitate and coordinate communications on best practices among successful recipients of Tech Prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Multiple communication systems are in place among CTE consultants, Perkins recipients, and CTE instructors to communicate essential information to improve CTE programs (including Tech Prep) and student achievement. Activities to support program improvement include the following:

<u>Professional Development</u>

The system for delivering professional development at the state level is based on the Iowa Professional Development Model **(Appendix B)**

In order to implement the new federal legislation effectively and provide necessary technical assistance to the state's schools and colleges, additional professional development activities will be designed and conducted for state staff that addresses articulation between secondary and postsecondary.

In-service training will be designed to provide assistance for teachers, curriculum directors, counselors, and administrators in developing and strengthening linkages through articulation agreements between secondary and postsecondary education; and how to improve data quality and accountability systems and how to enhance the academic core in support of CTE.

The DE will develop technical assistance designed to expand the use of technology in program delivery and professional development.

The state will develop a professional development process to deliver instructional methods utilizing technical skill applications.

Program management committees have been established in each of the six CTE service areas. (agriculture, business, family and consumer sciences, health occupations, marketing and skilled and technical sciences) The work of the committees is to identify the professional development needs of their respective CTE instructors. The committees plan for the delivery and evaluation of the professional development services.

Applications for local funds and for Tech Prep funds allows for professional development to be addressed in their programs to improve the academic and technical proficiency for students. Staff development occurs at the regional and state levels. Technical assistance will be provided to implement the new federal legislation and state requirements.

State and regional workshops and conferences are supported by the DE utilizing national presenters and professional associations. The DE will explore the reintroduction of a Perkins Administrators' Conference as a vehicle to deliver technical assistance and best practices supporting the priority initiatives during the five-year cycle of the state plan.

Consultant Distribution List – CTE consultants communicate on a regular basis with the instructors in their service area. Communication focuses on federal and state polices, staff development, data requirements, and other issues relative to CTE program improvement and student achievement.

Program Approval Process – Programs seeking DE approval must address the required components described, including those criteria representative of quality CTE programs. **(Iowa Code Administrative Rules, Chapter 12)**

Monitoring and Accreditation Process – Program consultants have the responsibility to monitor the Perkins grants and conduct an on-site visit once every three years. The intent is to directly observe evidence that the Perkins grant management components and background information are used appropriately. In addition, CTE consultants participate on accreditation site visits to review CTE practices and provide input for program improvement.

Perkins Application for Funds - CTE consultants will review and evaluate each component of the application. Issues regarding the successful completion of the application are communicated to the recipient for correction or additions. The funds are utilized to improve CTE programs and student success.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

The state has provided for linkage of academic and career and technical education under Perkins III. Each eligible recipient has been asked to ensure that career and technical education students have been taught to the same challenging academic proficiencies as were taught to other students. A statement to this effect has been included in the Assurances/Agreement Section of the local plan. In addition, each program receiving Perkins assistance has been required to report its status relative to the performance measures and standards. The Perkins performance measure for the core indicator on secondary academic skills uses the state level database that reports the academic achievement of 11th grade students in reading and math. Data was accessible for use at the local level to assure that additional emphasis could be placed on academic skills within career and technical education programs.

Tech Prep programs have helped students meet high academic standards by integrating academic competencies into the career and technical curricula; providing learning experiences that challenge students to high levels of attainment and using assessments to document student gain and student learning/progress.

In-service training has been provided for teachers, curriculum directors, and administrators to include:

- developing strategies to assure students meet high levels of achievement in academic and technical proficiencies; and
- integration of career and technical and academic education, contextual learning.

As Perkins IV has added a specific focus on both academic and technical standards linked with high-skill, high-wage, or high-demand occupations in current and emerging professions, the state will support eligible recipients in the linkage of academic and career and technical to increase student academic and career and technical achievement in the following ways:

- An examination of the collaboration between career and technical education and the employer community and the specific academic and technical skills needed to support a "region" workforce will be designed. This will determine how well career and technical education is preparing participants for "high-skill, high-wage, or high-demand" jobs.
- Research will be conducted to focus on how well career and technical education is integrating and aligning technical content with rigorous and challenging academic standards.
- Professional development will be designed for in-service and pre-service teacher and faculty education programs.

- Professional development will be designed to help career and technical education professionals learn how to better integrate academic (ESEA) and technical content, and help coordinate their curriculums with industry-recognized certificate requirements.

(l) Report on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

It is anticipated that OVAE will continue to utilize the CAR format to collect student attainment data from the states. Iowa will continue to align its implementation of Perkins IV with its efforts to implement NCLB legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring our reporting to identify the student attainment in an individual Program of Study, as well as reporting on the consortium and career cluster level. The outcome of the student academic attainment measure will be evaluated on the state and the recipient levels.

(m) Describe how the State will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

The Division of Community Colleges and Workforce Preparation has the responsibility for providing technical assistance to recipients of federal funds for CTE. As designated by the State Board of Education and the director, the Division will administer the Perkins grant, monitor its requirements, assist in policy development, leadership, and provide technical assistance to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction and that link secondary and postsecondary education for participating career and technical education students.

In administering the Perkins IV, Division consultants are assigned to specific regions and work with all secondary and community college recipients in those areas. As a result, consultants have the opportunity to provide technical assistance regarding articulation between secondary and postsecondary CTE programs and carry out strategies to more effectively assist members of special populations to meet the state adjusted levels of performance. They are also able to assist in identifying professional development needs the areas may have and make recommendations to the local, regional and state levels regarding professional development needs.

In the provision of technical assistance under Perkins IV, the Division will work with other bureaus and divisions within the DE to:

- assist local districts in aligning CTE with the state core indicators under the school improvement initiative.
- assist eligible recipients in implementing and reporting on the requirements of the Act.

- implement an up-to-date management information system to assure accurate data.
- support school improvement activities as linked to career and technical education.
- integrate CTE and academic education.
- provide support for leadership, initial teacher preparation, and professional development focused on improving the quality of CTE personnel.

The Division of Community Colleges and Workforce Preparation will work with secondary schools, community colleges, baccalaureate degree granting institutions, and business and industry to:

- promote Tech Prep program development;
- continue strong articulation efforts between secondary and postsecondary education to create a seamless transition too postsecondary education;
- identify needs for postsecondary programming, including delivery of services to the secondary level;
- integrate academic and technical standards into career and technical education programs; and
- provide for a proactive, systematic program of professional development for professionals serving career and technical education students.

The Division of Community Colleges and Workforce Preparation will work with Iowa Workforce Development to:

- identify common core indicators applicable to both the Perkins and Workforce Investment Acts.
- identify criteria to evaluate program placement success, as required under the Workforce Investment Act.
- identify areas of economic development that relate to the development of new career and technical education programs.

B. Other Department Requirements

1. **Submit a copy of local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**
   Refer to Appendix C.

2. **Provide a description of the State's governance structure for vocational and technical education.**

   Iowa's Education System

   The State Board of Education, established by Iowa Code section 256.1 and appointed by the Governor, has the responsibility in the State of Iowa to establish policy and adopt accreditation rules for the operation of Iowa schools, area education agencies, and community colleges. In this role, the State Board of Education has responsibility for K-12 school districts, area education agencies, and community colleges serving students in credit courses and adult and continuing education students in noncredit courses. Additionally the Iowa State Board of Education constitutes the state board for career and technical education (IA Code 285.2)

   The Iowa Department of Education is charged with carrying out the policies of the State by administering the education laws passed by the Iowa General Assembly and Congress. Another role of the Department is to provide leadership to local school districts, area education agencies, and community colleges that goes beyond the regulatory function of compliance with state or federal statutes or rules. That leadership is focused on the State Board of Education's stated goal for education in Iowa:

   "To improve the level of learning, achievement and performance of ALL students so they will become successful members of their community and the workforce."

The state is divided into education regions. In each region, area education agencies (AEAs) provide a basic core of services to K-12 districts, with some variations depending on the needs of the schools and students each serves. Funds for AEAs come from a combination of direct state aid, local property taxes, and various grants. The divisions within an AEA include: Special Education, Media Services and Educational Services. The board members are elected by and represent local district school Boards of Education. This system maintains the Iowa philosophy of local control through a structure that closely parallels that of local schools.

Boundaries of the AEAs were established to be coterminous with the boundaries of the merged area schools in 1974. Today, several AEAs have consolidated while the community college boundaries have remained reasonably stable since their creation. The community colleges of Iowa provide numerous campuses and instructional centers. These public postsecondary two-year institutions are organized as comprehensive community colleges. Each college serves a multi-county merged area, which may vary in size from four to twelve counties. All Iowans of postsecondary school age are eligible to attend any of the community colleges.

The Division of Community Colleges and Workforce Preparation is responsible for coordinating statewide efforts to fulfill the community colleges of Iowa's commitment to access, quality, and responsiveness. The Division does this through numerous partnerships among the community colleges, high schools, public and private four-year colleges, business, and labor. The Division is also responsible for adult education programs, coordinates secondary and postsecondary career education, and supervises veterans' and military education for postsecondary institutions.

One of the major responsibilities of the Division is career and technical education in Iowa. Programs and services provided by this Division include assistance with effective practices, program approval, technical assistance, funding, and career and technical student organizations. Educational consultants have responsibilities for state identified CTE service areas, as well as entrepreneurship, academics, articulation, cooperative education, corrections, gender equity, guidance and counseling, labor market materials, program evaluation, regional planning, Tech Prep, and special populations. Examples of career and technical student organizations are Business Professionals of America, DECA, Delta Epsilon Chi, FBLA, FCCLA, FFA, Health Occupations Students of America, Phi Beta Lambda, Postsecondary Agriculture Students, SkillsUSA and Technology Student Association.

Within the Department of Education, linkages are being built between academic and career education through the development of a Career Pathways Framework organized around six broad career areas. This will serve as a model or tool for local school improvement and will help ensure all students have the opportunity to explore careers.

The development of the Perkins IV State Transition Plan is a responsibility of the Iowa Department of Education, Division of Community Colleges and Workforce Preparation.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations---

(a) Will be provided with equal access to activities assisted under the Act.
(b) Will not be discriminated against on the basis of their status as members of special populations; and
(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)]

a) The DE will describe how special population students will be provided with equal access to activities assisted under the Act.

- A DE consultant is assigned at the state level to work with both secondary and postsecondary recipients regarding equal access of special populations and on promotion of nontraditional training and employment.
- Continuation of the Special Populations Leadership Team that includes representatives from community colleges across the state, K-12, AEAs, corrections, vocational rehabilitation, and higher education. Participants have an interest in special population students and provide guidance, input, and support for statewide equity efforts to insure equal access to activities and programs.
- Collection of data to evaluate access and achievement of the special population students.
- Provide technical assistance and professional development to teachers, administrators, counselors, and curriculum staff at LEAs and community colleges to address access and achievement of special population students.
- Convene community college equity and special population coordinators on a regular basis so there is sharing regarding successful strategies for serving special population students.
- Continue to emphasize articulation between secondary and postsecondary programs regarding the importance of assisting special population students to transition from secondary and postsecondary education.
- Promote development of secondary student individualized career planning with parent/significant adult input through dissemination of materials targeting this effort.
- Continuation of partnerships with Iowa Workforce Development, the Department of Human Services, and the Iowa Commission on the Status of Women to promote nontraditional employment and training.
- Continuation of an annual Community College Diversity Seminar that initiates the annual professional development series focusing on nontraditional training and equal access of special population students to employment.
- Support the content of the *Diversity Iowa Website*, a resource for Iowa educators from kindergarten to postsecondary school in their efforts to recognize and reflect diversity in

their classrooms and to provide students with a welcoming, supportive, and effective learning environment. The website will provide assistance in their efforts to promote nontraditional occupations.

- Provide information to secondary guidance counselors, student services personnel, and other individuals regarding the value of nontraditional occupations and strategies to promote them with students and parents at the local level, including media promotion of nontraditional employment.
- Provide strategies for career and technical student organizations to increase the involvement of students who are members of special populations.
- An amount not to exceed $100,000 will be available to serve individuals in the state correctional institutions, both those serving youth and those serving adults. The funds available will be utilized to provide services to individuals who choose to enroll in CTE programs. State correctional institutions seeking the use of funds will submit an application responding to the requirements of the Perkins Act in the same manner as applicants applying for basic grant funds. In addition, institutions utilizing these federal funds will be responsible for maintaining and reporting performance measure data on all Perkins funded activities.

b) The DE and the recipients will not discriminate against special population students on the basis of their status as members of special populations.

- Local applicants will be required to sign an assurance that they will not discriminate and must also provide information regarding how equal access will be achieved. To assist in this, examples of strategies that promote nondiscrimination will be provided. Professional development activities provided by the DE and other agencies will assist recipients of Perkins funds to develop strategies to assure nondiscrimination.

c) The recipients will provide programs designed to enable the special population students to meet or exceed state adjusted levels of performance and will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Section 122(c)(9)(A)-(C)**]**

Recipients will clarify in the local application how they will be accountable for achievement of special population students, including nontraditional enrollment and graduation performance measures. Eligible recipients must develop an improvement plan if they fail to meet the adjusted state standards, including those for special populations.

- The application will require recipients to describe how programs will be designed to assist special populations to meet or exceed the performance levels. DE staff will participate in and will help design staff development activities related to assisting special population students in order to provide technical assistance to eligible recipients.

- The application guidelines will explain the ramifications to recipients not meeting or exceeding the state levels of performance. To provide assistance to recipients, the DE will develop suggestions on how to identify high-skill, high-wage, or high-demand occupations at the regional level and how to assist students to obtain employment or further education.
- The Tech Prep application will require recipients to address promotion of nontraditional occupations and to describe strategies to be used in meeting the needs of students who are members of special populations.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan must submit all items in this section, except as noted in the box below. States that submit a six-year State plan must complete all items in this section.

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) on only the core indicators under section 113(b) of the Act as provided below:

	Indicators	Transition Plan	Six-Year Plan
Secondary Level – 7 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participations and Completion	Not required	X
Postsecondary/Adult Level – 5 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Degree	Not required	X
3P1	Student Retention and Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation and Completion	Not required	X

States that submit a one-year transition plan must submit a five-year plan prior to the second program year. At that time, the Department will reach agreement on performance levels for program year two (July 1, 2008 – June 30, 2009) for the indicators that were not initially required. The Department will issue further guidance to States prior to the required submission of the five-year plan.

States that submit a transition plan, along with their eligible recipients, will not be subject to sanctions under sections 123(a) and (b) of the Act for the first program year for the core indicators that are not required as described above.

A. Statutory Requirements

1. Description of procedures that the eligible agency (State Board) will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [*Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]*

State legislation (SF 449) requires career and technical programs be competency-based and that minimum competencies be identified at the state level. The process for developing competencies is established by sub-rule 281.46.7 (1) in the DE administrative rules and regulations. Local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies. A school district is provided the option of utilizing minimum competencies developed through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires the competencies be revalidated periodically. Iowa Code, Chapter 258.4(8) also requires the program sequence addresses the following: new and emerging technologies, job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills, that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills. Perkins III also required programs eligible for federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills of an individual. Since the passage of SF 449, another major legislative initiative, HF 2272, has further shaped the model framework. School improvement focuses upon district identified and adopted standards and benchmarks. The process of State Accreditation of Community Colleges is utilized in the review of CTE programs, as well as a CTE program approval process for all new CTE programs proposed by the community colleges across the State.

The Department will convene a subcommittee of the Perkins Five-Year Planning committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The subcommittee will be composed of career and technical education practitioners and data reporting officers from eligible recipients at both the secondary and postsecondary levels, staff from the Division of Community Colleges and Workforce Preparation as well as Department of Education personnel that have assignments addressing performance indicators in other federal programs administered by the Department.

2. **Description of the procedures that the eligible agency (State Board) will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.** ***[Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]***

   Data needed for the core indicators will be collected electronically by the State for both the secondary and postsecondary levels from the eligible recipients through the current data collection systems. Current performance levels for the indicators including those tied with ESEA performance (1S1, 1S2 and 4S1) are available through the state's Secondary Data collection system Project EASIER (Electronic Access System for Iowa Education Records). For the purposes of the adjusted levels of performance, the State will use the most recent aggregated eligible recipient data to determine a state baseline and project improvement for these levels.

   The Department of Education's Project EASIER and Project Easier Plus CTE are initiatives involved in the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education.

3. **The valid and reliable measurement definitions and approaches (on the forms in Part C) that the eligible agency (State Board) will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Including a description of how the proposed definitions and measures are valid and reliable.** ***[Sec. 113(b)(2)(A)-(B)]***

   Section 113(b) of the Act describes the measures that a state must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form.

   See Column 2 in Tables 1 and 2 in the Part B.

4. **Description of how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency (State Board) will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.** ***[Sec. 113(b)(2)(F)]***

   It is anticipated that OVAE will continue to utilize the CAR format to collect student attainment data from each state. Iowa will continue to align its implementation of Perkins IV with its efforts to implement ESEA legislation. Throughout the life of Perkins III, both programs defined a student as being academically proficient in the areas of math and reading if they scored at the 41st percentile (national norms) or higher on the math and reading assessment components of the Iowa Test of Educational Development. This alignment will continue into the implementation of Perkins IV. Iowa has the capability of tailoring our reporting to identify the student attainment in an individual program of study, as well as reporting on the consortium and career cluster level. The outcome of the student academic attainment measures will be evaluated on the state and recipient levels.

   Per the description in item #1 the Department will convene a subcommittee of the Perkins Five-Year Planning committee to address the proposed measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels. The subcommittee will be composed of career and technical education practitioners from eligible recipients at both the secondary and postsecondary levels, as well as Department of Education personnel that have assignments addressing performance indicators in other federal programs administered by the Division of Community Colleges and Workforce Preparation within the Department of Education. This subcommittee will be given the charge of aligning performance indicators of other State and Federal programs to the greatest extend possible.

5. **Description for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students.** ***[Sec. 113(b)(3)(A)(i)-(ii)]***

   Section 113(b)(2) of the Perkins Act requires a state to develop valid and reliable core indicators of performance, to propose performance levels in its state plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a state must use for some of the core indicators.

a. Section 113(b)(2)(A)(i) of the Perkins Act requires a state to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a state adopted pursuant to Section 1111(b)(1) of the ESEA. The Perkins Act further requires a state to use its state's academic assessments (i.e. the state's reading/language arts and mathematics tests) implemented under Section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these state standards. Thus, two of a state's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a state must report the number or percent of its career and technical education students who score at the proficient level or above on the state's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

   To measure attainment of these two core indicators, a state must develop and reach agreement with the Department on "adjusted performance levels," which constitute the state's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a state's "annual measurable objectives" (AMOs) from its state's ESEA accountability workbook. (To ensure that a state's schools are making "adequate yearly progress" (AYP) as required under Section 1111(b)(2)(A) of the ESEA, Section 1111(b)(2)(G) of the ESEA requires a state to establish statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the state's academic assessments each year.) Under the Perkins Act, a state may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

   Based on the above guidelines, Iowa has calculated 2005-2006 Perkins baseline data for academic achievement in reading/language arts and mathematics as provided in Section 1111(b)(1) and (3) of ESEA and performance targets on Table 1 in Part C.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a state to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in Section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a state must report the number or percent of its career and technical education students whom the state includes as graduated in its graduation rate described under the ESEA. To ensure that a state's schools are making AYP as required under Section 1111(b)(2)(A) of the ESEA, some states have established statewide AMOs for graduation rates under Section 1111(b)(2)(C)(vi), and others states have defined AYP only to require improvement in the graduation rate each year.

   The Department strongly encourages your state to reach agreement on "adjusted performance levels" required under Section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your state's AMOs that your state adopted to ensure that your state's schools are making AYP as required under

Section 1111(b)(2) of the ESEA. However, as noted above, your state may not have established AMOs for graduations rates under the ESEA, or your state may wish to propose performance levels for these core indicators that are different from your state's AMOs. If so, your state must provide baseline data using your state's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a state to agree to "adjusted performance levels" under the Perkins Act that are the same as the state's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a state may be required to amend its state plan.)

Table 1 (4S1) provides in section 1111(b)(2)(A) of ESEA performance targets for high school graduation. Graduation rates for Career and Technical Education concentrators are unavailable at this time because of changes in secondary reporting requirements in Project Easier CTE Plus.

See Column 2 in Tables 1 and 2 in Part C.

6. **Description of the eligible agency's (State Board) process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act.** ***[Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]***

Upon approval of the performance indicators by the federal Department of Education, the state Department of Education will, to the greatest extent possible, provide each eligible recipient with baseline data. These data will be used to reach an agreement regarding the eligible recipients adjusted levels of performance. All eligible recipients will reach an agreement on the local adjusted level of performance using these data. The Perkins Act provides the eligible recipient the opportunity to accept the state agreed levels of performance. Where this option is accepted, the eligible recipient will be held accountable to the state agreed levels of performance and not the agreed levels based on the most recent data available.

The Department of Education will provide each eligible recipient with the most recent data that was reported to the state on their behalf. These data will be used in the negotiation process to reach an agreement on the recipient's agreed to targeted level for performance on each indicator. Recipients will have the opportunity to accept the state agreed level of performance for a given indicator or a performance level that demonstrate improvement per the most recent baseline data.

7. **Description of the objective criteria and methods eligible agency (State Board) will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.** ***[Sec. 113(b)(4)(A)(vi)]***

On an annual basis, the eligible recipient will have the opportunity to request a review of their agreed levels of performance. This request will be made during the application process. Upon a request for review of their local agreed levels of performance, the following method will be utilized.

- The eligible recipient will provide a written rationale to why and to what extent the local agreed levels of performance should be adjusted.
- The eligible recipient will provide data that supports the request to adjust their local levels of performance.
- The state department of education will review the request and negotiate with the eligible recipient to make any adjustment to their agreed levels of performance.

8. Description of the eligible agency (State Board) will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how the agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that the agency reports to the Secretary, are complete, accurate, and reliable. ***[Sec. 122(c)(13); sec. 205]***

Data will be collected electronically by the State for both the secondary and postsecondary levels.

The Department of Education's Management Information System (MIS) is the source, which the State utilizes to obtain input from eligible recipients at the postsecondary level. The purpose of the MIS is "...to collect data electronically from the community colleges to provide information about credit and non-credit students, credit student awards, programs and courses, human resources, and community college finances, and improvement and accountability of the system." The Department of Education conducts a multi-step process to ensure accuracy and reliability. An annual reporting manual is issued to ensure statewide reporting standards and definitions. Once data is submitted internal edits are conducted to identify reporting errors with the file layout or data elements. A summary report of the data submission is created and sent to the eligible recipient's administration for confirmation. Once confirmed by the eligible recipient, Department of Education staff further reviews the data to compare with previous years and identify possible issues to be resolved.

The Department of Education's Project EASIER (Electronic Access System for Iowa Education Records) and Project Easier Plus CTE are initiatives involved in the transfer of individual student records, which include data on CTE programs. The mission of the projects is to reduce data burden, encourage better decision-making by establishing and maintaining a cost effective method of accessing and transferring accurate and timely education information among school districts, postsecondary institutions and the Iowa Department of Education. The Department of Education Project EASIER staff conducts a multi-step process to ensure accuracy and reliability. An annual reporting manual is issued to ensure statewide reporting standards and definitions. Electronic data submission allows for the file to be filtered for errors and rejected if errors are detected. This filter will also

issue warnings to indicate possible "out of bounds" responses. A summary report of the data submission is created and available for the eligible recipient's administration to certify. Once certified by the eligible recipient, Project EASIER staff further reviews the data to compare with previous years and identify possible issues to be resolved.

Underlying principles of the projects include a commitment toward reduction of paper-based state reporting, building on existing technologies available to schools, a commitment toward the elimination of paper-based college transcripts, the adoption of a common basis for facilitating meaningful information exchange, and greater security of confidential student information.

9. **Description of how the eligible agency (State Board) plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.** ***[Sec. 204(e)(1)]***

The annual grant letter approval that is issued to each local recipient, including consortia, will include specific language describing the agreed upon performance levels for the program year of the grant for each indicator as described in section 113(b) and 203(e) of the Act. These performance levels will then be entered in the recipient's (and each sub-recipients in the case of a consortium) specific web-based (Project EASIER plus CTE) reporting document for that given program year.

10. **Description of how the eligible agency (State Board) will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication.** ***[Sec. 122(c)(8)]***

State legislation passed in 1992 (SF 449) requires career and technical programs be competency based and that minimum competencies be identified at the State level. The process for developing competencies is established by sub-rule 281.46.7 (1) in the DE administrative rules and regulations. Local school districts and community colleges may elect to develop competencies in lieu of the state minimum competencies. A school district is provided the option of utilizing minimum competencies developed through a structured group interview process, involving a technical committee composed of incumbent workers within an occupational cluster of a service area. The law further requires that the competencies be revalidated periodically. Iowa Code, chapter 258.4 (8) also requires that the program sequence addresses the following: new and emerging technologies, job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills, that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills. Perkins III also required that programs eligible for federal funds include competency-based instruction, applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupational-specific skills of an individual. Since the passage of SF 449, another major legislative initiative, HF 2272, has further shaped the model framework. School

improvement focuses upon district identified and adopted standards and benchmarks. The process of State Accreditation of Community Colleges is utilized in the review of CTE programs as well as a CTE program approval process for all new CTE programs proposed by the community colleges across the State.

The Iowa code 258.4(7) requires LEAs and community colleges to conduct an annual review of at least 20% of the approved career and technical programs. At the secondary and postsecondary levels, the Department of Education confirms the compliance of these requirements and use of evaluation data for program improvement purposes through the LEA and community college accreditation and review process.

The Director of the Iowa Department of Education meets on a regular basis with other Iowa Department Directors to coordinate interagency activities and cooperative initiatives; additionally, a CTE consultant serves as the Department's liaison with the Iowa Workforce Development (IWD) and attends the IWD Board's monthly meetings; the State Board of Education and the IWD Board are initiating a joint meeting in 2007. The DE and IWD have jointly developed and disseminated career information resources and instructional tools to our schools. The Division also coordinates the Adult Basic Education and Family Literacy Grant, strengthening the linkage between CTE and basic education and GED programs. Iowa has been successful in conducting a data match between the administrative records (UI) records of IWD and the community college MIS; both agencies are jointly supporting an enhanced administrative records match capability for the state.

A. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The definitions that the eligible agency (State Board) will use for "participants," "concentrators," and "completers" in the core indicators of performance for both secondary and postsecondary/adult levels;

(b) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006)

(c) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the

2007-08 and 2008-09 program years and send the forms for you to finish completing.

(d) Proposed performance levels as discussed above, except that, for the indicators for which your State must your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

V. TECH PREP PROGRAMS

A. Statutory Requirements

1. Describe the competitive basis or formula you will use to award grants to Tech Prep consortia. [Sec. 203(a)(1)]

Each of the 15 area consortia of the state will receive a basic allocation of $50,000. The balance awarded to each consortium will be based on the number of local education agencies in the area that choose to participate in the consortium. Superintendents of all secondary districts in each area must sign an affidavit regarding their choice to participate in the consortium. Ninety-five percent (95%) of the Tech Prep funds will be awarded to consortia in this manner. The remaining five percent (5%) will be used for administration at the state level.

Evaluation of Tech Prep consortia activities will include measurement of the increases in establishment of "Programs of Study" within a region. Where little progress is shown, the state reserves the right to reduce the allocation to the consortium and distribute funds to other consortia as a means to effectively develop Tech Prep programs.

B. Other Department Requirements

1. Submit a copy of the local application form(s) used to award Tech Prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.

Refer to Appendix D for the Tech Prep Application.

Refer to Appendix E for the Review Criteria to evaluate the Tech Prep application.

2. Provide a list of the consortia that the state expects to fund and the estimated or projected level of funding for each consortium.

Refer to Appendix F.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Description of how the recipient agency (State Board) will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that it chooses to consolidate under Section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

The Transition Plan continues the formula for distribution of funds between the two sectors that was implemented by the state per the Perkins III legislation. The formula for the funds received through Perkins III was based on input from a taskforce composed of administrators of secondary school districts and community colleges. Three factors are utilized to determine the distribution of funds received through Section 112 (1)(a) to the two sectors. The factors gave consideration to the enrollments (contact hours) in career and technical education programs in each of the sectors, the costs incurred by each sector to operate the programs, and the factors (population data) utilized by the U.S. Department of Education to distribute Career and Technical Education Assistance to the States. These factors were selected because together they provided a means to give full consideration to the comprehensive nature of career and technical educational programs and the needed investment of additional resources in both sectors to enable the achievement of the state's vision for its Career and Technical Education system.

The distribution of funds between the two sectors is based on the following formula:

- One-third (1/3) of the funds is distributed based upon the proportional share of the total contact hours generated by the career and technical education programs in each sector.
- One-third (1/3) of the funds is distributed based upon the proportional share of the total operation costs incurred by each sector to conduct career and technical education programs.
- One-third (1/3) of the funds is distributed based upon the federal method of calculating each state's share of the total federal appropriation. The portion of funds that have awarded to state for the population group for ages 15-19 will be awarded to the secondary sector and the balance of the funds will be awarded the post-secondary sector.

Based on the formula described above, 56 percent of the funds received in Section 112(1)(a) will be distributed to the secondary sector and 44 percent of the funds will be distributed to the postsecondary sector.

2. **List of allocations made available by the eligible agency (State Board) for career and technical education programs under Section 131(a)-(e) of the Act and description of how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

   The attached allocation table and community college region summary tables (Appendix G) documenting the data utilized to develop each portion of the allocation and the total allocation for each district, will be distributed to Perkins contact persons and the chief administrator of each local educational agency and FY 07 Perkins fiscal agency in mid-April, 2007 via an electronic transmittal. This transmittal will also include the local FY 08 Perkins application and the instructions for completing the application. This will be augmented with an on-site technical assistance meeting in each community college region of the state.

3. **Description of how the recipient agency (State Board) will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

   Funds distributed to a consortium must be used to benefit all members. As required by the Perkins Act, funds may not be returned to a member of the consortium based upon their contribution to the total consortium allocation. Decisions about fund distribution to members of the consortium will be made based upon a plan all members of the consortium develop.

4. **Description of how the recipient agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

   Section 131.a.3 of Perkins IV states:

   ADJUSTMENTS—Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust the data used to make the allocations to—
   (A) reflect any change in school district boundaries that may have occurred since the data were collected; and
   (B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.

   When district boundaries change, the Department will do the following:

   1. When districts merge after population and enrollment data has been collected, the Department will combine the population and/or enrollment data for the merging districts.
   2. When a district dissolves after population and enrollment data has been collected, the Department will split the enrollment of the dissolving district between the receiving district(s) based on data obtained from the School Finance Team.

The Department will obtain enrollment data from the Bureau of Planning, Research and Evaluation for local educational agencies without geographical boundaries and include those figures when making allocations.

5. **Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in Section 131(a) and/or Section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in Section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in Section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

   No alternative allocation formula is proposed.

B. Other Department Requirements

1. **Submit a detailed project budget, using the forms provided in Part B of this guide.**

   See attached detailed budget based on preliminary estimates posted by the U.S. Department of Education's Budget Service on February 5, 2007 in Part B.

2. **Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under Sections 112(a) and (c) (reserve) of the Act.**

   See attached list of estimated allocations in Appendix H.

3. **Description of the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**

   a. *Distribution of Reserve Funds to Eligible Recipients (Section 112a)*
   Funds received through this Section (112a) will be distributed to postsecondary eligible recipients on a formula basis. Each recipient will be eligible to receive a grant of up to $10,000.

   b. *Distribution of Funds to Secondary Education Programs (Section 131)*
   Funds received through this Section (131) will be allocated to local educational agencies within the state as follows:

   Thirty percent (30%) will be allocated to such local educational agencies in the proportion to the number of individuals aged five through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts determined on the basis of the most recent satisfactory data provided to the secretary by the Bureau of the

Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

Seventy percent (70%) of the funds will be allocated to each local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts served by all of the local educational agencies in the state for such preceding fiscal year.

c. *Distribution of Funds to Postsecondary Education Programs (Section 132)*
Each community college or consortium of community colleges will be allocated an amount that bears the same relationship to the portion of funds made available under Section 112(a)(1) for the postsecondary sector as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indians Affairs enrolled in career-technical or college parallel/career option programs. Funds made available for a given fiscal year will be allocated base on the sum of the number of such recipients enrolled in such programs in the preceding fiscal year.

A consortium of community colleges will be required to operate joint projects that provide services to all postsecondary institutions participating in the consortium and mutually beneficial to all members of the consortium. Such funds will not be reallocated to individual members of the consortium for purposes of programs benefiting only one member of consortium. Consortia will also be required to describe in their application for funds the process they will utilize to allocate funds within the consortium.

4. Description of the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.

Reserve funds will be made available to community colleges on a formula basis**.** (Refer to Appendix G)

5. Description of the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.

The eligible recipient will be ranked based on the college's percentage of career and technical education students. The colleges with the highest percentage of career and technical education students would be ranked the highest. Reserve funds will be made available on a regional basis to community colleges that propose to advance the academic core in support of career and technical education programs linked to economic development priorities of the state (i.e., Information Technology, Bioscience/Biotechnology, and Advanced Manufacturing)

.

6. Description of the procedures to be used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.

All eligible local education agencies because of their close proximity to other local educational agencies have been able to join a consortium and access services funded by their Perkins allocation. Thus no additional procedures are proposed to address rural and sparsely populated areas.

VIII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. Provide a written and signed certification that----

(a) The plan is submitted by the State agency that is eligible to submit the plan [34 CFR 76.104(a)(1)] [Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. (Sec Sec.3(12).)

(b) The State agency has authority under State law to perform the functions of the State under the program. (34 CFR 76.104(a)(2))

(c) The State legally may carry out each provision of the plan. (34 CFR 76.104(a)(3))

(d) All provisions of the plan are consistent with State law. (34 CFR 76.104(a)(4))

(e) A State officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under the plan. (34 CFR 76.104(a)(5)) Note: If a state wishes the Department to continue sending the grant award documents directly to the state director, this individual's title needs to be listed on this portion of the assurance.

(f) The state officer who submits the plan, specified by title in the certification, has authority to submit the plan. (34 CFR 76.104(a)(6))

(g) The agency that submits the plan has adopted or otherwise formally approved the plan. (34 CFR 76.104(a)(7))

As established by Iowa Code Section 256.1 (and provided in detail by this plan in B2, Program Administration, the State Board of Education has the authority to develop, submit the state plan, and carry out the functions of the state plan, and disburse funds.

B. Other Assurances

1. Submit a copy of the State plan into the State Intergovernmental Review Process. (Executive Order 12372; 34 CFR 79)

2. Provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. (See http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html)

3. Provide a complete and signed Assurance for Non-Construction Programs Form. (See http:/wdcrobiis08/doc_img/sf424b.doc)

4. Provide a signed assurance that you will comply with the requirements of the act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (Section 122(c)(11))

5. Provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(c)(12))

6. Provide a signed assurance that your state will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. (Section 131(c)(2))

7. Provide a signed assurance that your state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year (Section 323(a))

8. Provide a signed assurance that your state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. (Section 317(a))

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

C. I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	**$12,163,243**
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	**$ 0**
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (*Line A + Line B*)	**$ 12,163,243**
D. Local Formula Distribution (*not less than 85%*) (*Line C x 85%*)	**$10,338,757**
1. Reserve (*not more than 10% of Line D*)	**$ 150,000**
a. Secondary Programs (0% of *Line D*)	**$ 0**
b. Postsecondary Programs (100% of *Line D*)	**$ 150,000**
2. Available for formula allocations (*Line D minus Line D.1)*	**$ 10,188,757**
a. Secondary Programs (56% of *Line D.2*)	**$ 5,705,704**
b. Postsecondary Programs (44% of *Line D.2*)	**$ 4,483,053**
E. Leadership (not more than 10%) (*Line C x 10%)*	**$ 1,216,324**
a. Nontraditional Training and Employment ($ 100,000) **b. Corrections or Institutions ($ 100,000)**	
F. State Administration (not more than 5%) (*Line C x 5%*)	**$ 608,162**
G. State Match *(from non-federal funds)*[1]	**$ 608,162**

[1] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

A. Total Title II Allocation to the State	**$1,245,235**
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	**$0**
C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*)	**$1,245,235**
D. Tech-Prep Funds Earmarked for Consortia	**$1,182,973**
a. Percent for Consortia (*Line D divided by Line C*) [95 %]	
b. Number of Consortia	**15**
c. Method of Distribution (*check one*):	
X Formula	
__ Competitive	
E. Tech-Prep Administration	**$62,262**
a. Percent for Administration (*Line E divided by Line C*) [5 %]	

PART C: ACCOUNTABILITY FORMS

Student Definitions

A. Secondary Level

Investors –

Not Applicable

Concentrators –

Career and Technical Education Concentrator for a Secondary Program:

A secondary career and technical education concentrator is a student who has a combination of completed and presently enrolled career and technical education units totaling at least two career and technical education units (two years) in the career and technical education program being reported.

B. Postsecondary/Adult Level

Concentrators –

Career and Technical Education Concentrator in a Postsecondary Program:

A postsecondary career and technical education concentrator is a student who has a combination of completed and presently enrolled in technical courses representing a full semester/quarter load in the career and technical education program being reported.

TABLE 1

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of high school eleventh graders who are concentrators and have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of high school junior who are concentrators who took the ESEA assessments in **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the ESEA.	State and Local Administrative Records via Project EASIER Plus CTE	**B: 71.63 %**	**L: 79.3%** **A:**	**L: 79.3 %** **A:**
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of high school eleventh graders who are concentrators and have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA. **Denominator:** Number of high school junior who are concentrators who took the ESEA assessments in **mathematics** assessment administered by the State under Section 1111(b)(3) of the ESEA.	State and Local Administrative Records via Project EASIER Plus CTE	**B: 75.33%**	**L: 79.3%** **A:**	**L: 79.3%** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of completers who were assessed in an identified or selected third party assessment and met the proficient or advanced level. **Denominator:** Number of completers who were assessed in an identified or selected third party assessment	State and Local Administrative Records via Project EASIER Plus CTE	**B:** Not available	**L:** **A:**	**L:** **A:**
3S1 Secondary School Diploma 113(b)(2)(A)(iii)(I)	**Numerator:** Number of completers who left high school in the reporting year and received a secondary school Diploma. **Denominator:** Number of completers who left high school in the reporting year.	State and Local Administrative Records via Project EASIER Plus CTE	**B:** Not available	**L:** **A:**	**L:** **A:**
3S2 GED or Other State-Recognized Equivalent 113(b)(2)(A)(iii)(II)	**Numerator:** Number of completers who left high school in the reporting year and received a General Education Development (GED) Diploma. **Denominator:** Number of completers who left high school in the reporting year.	State and Local Administrative Records via Project EASIER Plus CTE	**B:** Not available	**L:** **A:**	**L:** **A:**

3S3 **Diploma & Other Credential** **113(b)(2)(A)(iii)(III)**	**Numerator:** Number of completers who left high school in the reporting year and received a proficiency credential in conjunction with a secondary school diploma. **Denominator:** Number of completers who left high school in the reporting year.	State and Local Administrative Records via Project EASIER Plus CTE	**B:** Not available	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of concentrators reported as graduated using Iowa's approved calculation for graduation rate as defined in Iowa's ESEA accountability workbook. **Denominator:** Number of concentrators who have left secondary education in the reporting year.	State and Local Administrative Records via Project EASIER Plus CTE	**B:** Not available	**L: 90.3%** **A:**	**L: 91.3%** **A:**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of completers who have left secondary education in the reporting year and were placed in continuing education, non-military employment, or the military. **Denominator:** Number of completers who have left secondary education in the reporting year	State and Local Administrative Records via Project EASIER Plus CTE	**B:** 95.62%	**L:** **A:**	**L:** **A:**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of students in the under- represented gender group enrolled in programs that lead to employment in non-traditional (gender-based) fields **Denominator:** Number of students enrolled in programs that lead to employment in non-traditional (gender-based) fields	State and Local Administrative Records via Project EASIER Plus CTE	**B:** 34.00%	**L:** **A:**	**L:** **A:**

6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of students in under- represented gender group who completed a program that lead to employment in non-traditional (gender-based) fields **Denominator:** Number of students who completed a program that lead to employment in non-traditional (gender-based) fields	State and Local Administrative Records via Project EASIER Plus CTE	**B:** 29.61%	**L:** **A:**	**L:** **A:**

TABLE 2

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

POSTSECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of completers in the reporting year who were assessed in an identified or selected third party assessment and met the proficient or advanced level **Denominator:** Number of completers in the reporting year who were assessed in an identified or selected third party assessment	State and Local Administrative Records via Community College Management Information System	**B:** Not Available	**L:** **A:**	**L:** **A:**
2P1 Industry Certificate Attainment 113(b)(2)(B)(ii)	**Numerator:** Number of completers in the reporting year who were awarded an industry-recognized credential, certificate, or a degree **Denominator:** Number of completers in the reporting year	State and Local Administrative Records via Community College Management Information System	**B: 99.74%**	**L:** **A:**	**L:** **A:**

3P1 **Student Retention** **113(b)(2)(B)(iii)**	**Numerator:** Number of completers who were retained in postsecondary education or transferred to a baccalaureate degree program.. **Denominator:** Number of program completers in the reporting year	State and Local Administrative Records via Community College Management Information System and the National Student Clearinghouse	**B:** Not Available	**L:** **A:**	**L:** **A:**
4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of completers who left the college in the reporting year and were placed in continuing education, non-military employment or the military. **Denominator:** Number of program completers who left the college in the reporting year	State and Local Administrative Records via Community College Management Information System and the National Student Clearinghouse	**B:** 99.00%	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline 7/1/05-6/30/06**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of students in the under- represented gender group enrolled in programs that lead to employment in non-traditional (gender-based) fields **Denominator:** Number of students enrolled in programs that lead to employment in non-traditional (gender-based) fields	State and Local Administrative Records via Community College Management Information System	**B: *23.32%***	**L:** **A:**	**L:** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of students in under- represented gender group who completed a program that lead to employment in non-traditional (gender-based) fields **Denominator:** Number of students who completed a program that lead to employment in non-traditional (gender-based) fields	State and Local Administrative Records via Community College Management Information System	**B:** 15.35%	**L:** **A:**	**L:** **A:**

[2] The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.


IOWA DEPARTMENT
OF EDUCATION

Appendix A

Current Program Status Assessment

Each eligible recipient accepting a Perkins Allocation, to be used independently or to be allocated to a consortium, as part of this Local Application is to respond to the following items:

Table 2 - Current Program Status

District / Community College Program

Identify the current status of implementation for each characteristic *by circling the appropriate response* rated 1 through 4 that best describes the current status of each item..

Section 135 Local Use of Funds (b) Requirements for the use of funds Funds made available shall be used to support vocational and technical education programs that-	1. =This issue is a strong component of this vocational and technical education program and will continue to be reinforced.		4. =This issue is NOT a strong component of this vocational and technical program.
1. Strengthen the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic and vocational technical subjects; Section 135(b)(1)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
2. Provide students with a strong experience in and understanding of all aspects of an industry: Section 135(b)(2)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		

Table 2 - Current Program Status (continued)

District / Community College Program

Section 135 Local Use of Funds (b) Requirements for the use of funds Funds made available shall be used to support vocational and technical education programs that-	1. =This issue is a strong component of this vocational and technical education program and will continue to be reinforced.		4. =This issue is NOT a strong component of this vocational and technical program.
Develop, improve, or expand the use of technology in vocational and technical education, which may include: Section 135 (b)(3) 3. training of vocational and technical education personnel to use state-of-the-art technology; which may include distance learning: Section 135 (b)(3)(A)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
Develop, improve, or expand the use of technology in vocational and technical education, which may include: Section 135 (b)(3) 4. providing vocational and technical education students with academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or Section 135 (b)(3)(B)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
Develop, improve, or expand the use of technology in vocational and technical education, which may include: Section 135 (b)(3) 5. encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs; Section 135 (b)(3)(C)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		

Table 2 - Current Program Status (continued)

District / Community College Program

Section 135 Local Use of Funds (b) Requirements for the use of funds Funds made available shall be used to support vocational and technical education programs that-	1. =This issue is a strong component of this vocational and technical education program and will continue to be reinforced.		4. =This issue is NOT a strong component of this vocational and technical program.
Provide professional development programs to teachers, counselors, and administrators, including –Section 135 (b)(4) 6. in-service and pre-service training in state-of-the-art vocational and technical education programs and techniques, in effective practices to improve parental and community involvement; Section 135 (b)(4)(A)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
Provide professional development programs to teachers, counselors, and administrators, including –Section 135 (b)(4) 7. support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry. Section 135 (b)(4)(B)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
Provide professional development programs to teachers, counselors, and administrators, including –Section 135(b)(4) 8. internship programs that provide business experience to teachers; and …; Section 135 (b)(4)(C)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		

Table 2 - Current Program Status (continued)

District / Community College Program

Section 135 Local Use of Funds (b) Requirements for the use of funds Funds made available shall be used to support vocational and technical education programs that-	1. =This issue is a strong component of this vocational and technical education program and will continue to be reinforced.		4. =This issue is NOT a strong component of this vocational and technical program.
Provide professional development programs to teachers, counselors, and administrators, including – 9. programs designed to train teachers specifically in the use and application of technology; Section 135 (b)(4)(D)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
10. Develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; Section 135 (b)(5)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
11. Initiate, improve, expand, and modernize quality vocational and technical education programs; Section 135 (b)(6)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
12. Provide services and activities that are of sufficient size scope, and quality to be effective; and Section 135 (b)(7)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		
13. Link secondary vocational and technical education programs and postsecondary vocational and technical education, including implementing Tech Prep programs; Section 135 (b)(8)	1 2 3 4 (Circle the District/College's status 1 through 4 for this issue)		

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Appendix B

THE IOWA
PROFESSIONAL DEVELOPMENT MODEL
EXECUTIVE SUMMARY

What is the Iowa Professional Development Model?

The Iowa Professional Development Model focuses on improving student learning and engages all educators in collective professional development. The model provides guidance for local districts to use when designing, implementing, and evaluating the district career development plan as well as the individual teacher career development plans.

What is the purpose of this type of professional development?

The intent of the Iowa Professional Development Model is to provide a structure for professional development that is focused, collaborative, and that directly supports the Comprehensive School Improvement Process (CSIP) goals for student achievement.

What influenced the formation of the model?

The model was established in response to state and federal legislation, current trends in education, and research.
- Overwhelming evidence that well designed staff development, fully integrated with effective school improvement practices, can increase student learning.
- Iowa Student Achievement and Teacher Quality Program (SF 476, 2001)
- Federal legislation - No Child Left Behind Act (2002)
- State and National Standards for Staff Development (National Staff Development Council and the Iowa Teacher Quality Program)

Who developed the model?

The model is a collaborative effort of the Iowa Department of Education and the Iowa Teacher Quality Professional Development Stakeholder Group. This group includes representatives of the major organizations and role groups involved in professional development and school improvement in Iowa.

What are the requirements for school districts?

Each district is required to submit a district career development plan as part of The Comprehensive School Improvement Plan. The first district plans were submitted in September of 2004 (IAC 281—83.6(2). In September of 2005 individual teacher career development plans will be required. The individual teacher career development plan will be developed, in cooperation with the teacher's supervisor, for each career teacher in the district.

How does a district accomplish gains in student achievement through staff development?

The process that results in student learning is described in the full text of the Iowa Professional Development Model (see DE Web Page). This process involves teachers and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program. The Iowa Professional Development Standards establish expectations for the implementation of this process.

What are the Iowa Professional Development Standards?

The Iowa Teacher Quality legislation established standards for professional development. These standards are to be used in designing, delivering, and evaluating the district career development plans.

The Iowa Professional Development Standards

Implementation of a school district's career development plan shall meet the following standards:

1. *Align with the Iowa teaching standards and criteria;*
2. *Deliver research-based instructional strategies aligned with the student achievement goals established by the district;*
3. *Deliver professional development training and learning opportunities that are targeted at instructional improvement and designed with the following components:*
    - *Student achievement data and analysis;*
    - *Theory;*
    - *Classroom demonstration and practice;*
    - *Observation and reflection;*
    - *Teacher collaboration and study of implementation; an*
    - *Integration of instructional technology, if applicable;*
4. *Include an evaluation component that documents the improvement in instructional practice and the effect on student learning; and*
5. *Support the professional development needs of district certified staff responsible for instruction.*

What might a district do this year to get started?

Districts are encouraged to evaluate their current professional development practices to determine where their system of professional development may need strengthening. For a self-assessment tool to be used by local districts, see *School Improvement/Staff Development: Evaluating Current Plans* in Appendix B of the Model.

How can I learn more about the Iowa Professional Development Model?

For additional sources of information:

- The Department of Education web site
  http://www.iowa.gov/educate/content/view/232/517/
- Department of Education Contact - Deb Hansen deb.hansen@iowa.gov
- Area Education Agency Professional Development Consultants

Iowa Professional Development Model:

1. The focus is on instruction and curriculum. Theory is present underlying the instructional strategy or model selected for staff development. The strategy or model:
   • directly addresses student achievement in an academic area (deep content knowledge in reading, math, science, etc.)
   • has a research base (evidence of improved student achievement across settings, across time, and for all students). (Bransford, Brown and Cocking, 1999; Calhoun, 1994; Kennedy, 1990, 1999; Joyce and Showers, 2002; Schmoker, 1996; Slavin and Fashola, 1998)
2. The **study of implementation** is built in as a routine. The faculty studies student data related to the content of professional development. The faculty regularly studies implementation data to know what students are experiencing. (Joyce and Calhoun, 1996; Joyce and Showers, 2002; Slavin, 1996)
3. **All site and district personnel** responsible for instruction participate in the professional development. All teachers are included and the principal is heavily engaged in all aspects of the initiative. District administrative personnel and the approved provider are involved in training and in providing follow-up. (Operationally, this looks different at the elementary and secondary levels.) Research is clear that when increased student achievement is the goal, it is the collective efforts of educators that accomplish these goals. (Elmore, 2000; Joyce and Calhoun, 1996; Joyce and Showers, 2002; Newmann and Wehlage, 1995; Rosenholtz, 1989; Slavin, 1996; Wallace et al, 1984, 1990)
4. **Goals focusing on student learning** provide the direction for staff development efforts. There is a clearly identified need based on student data and the district's long-range and annual improvement goals as described in the CSIP. The strategy or model selected for staff development can be interpreted/applied in classroom settings. The desired teacher behaviors and the desired student behaviors are described. (Bernhardt, 1998; Rosenholtz, 1989; Schmoker, 1996)
5. **Intensive professional development** is provided. In addition to presentations of information and theory about the instructional strategy, participants are provided with multiple demonstrations modeling the use of the strategy and opportunities to practice using the instructional strategy demonstrated. Professional development is sustained over time. The initiative is designed to last until implementation data indicate that the teachers are implementing the strategy accurately and frequently and student performance goals are met. (Joyce and Showers, 1983, 2002; NSDC, 2001; Odden, et al., 2002; Wallace, LeMahieu, and Bickel, 1990)
6. **Collaboration** is built in with opportunities for teachers to work together on a regular basis. The professional development initiative is part of the day-to-day work of teaching. The focal point of professional development planning and implementation is at the building level. Adequate time is provided for workshop experiences and workplace supports, i.e., planning together, rehearsing and observing lessons (coaching), practicing strategies in the classroom, and collecting, analyzing and discussing data. (Fullan and Hargreaves, 1991; Lieberman and Miller, 1996; Little, 1997; Rosenholtz, 1989; Showers, 1982, 1984, 1985; Showers and Joyce, 1996; Showers, Joyce and Bennett, 1987)
7. The initiative has built in **ongoing follow-up, support, and technical assistance**. An LEA or AEA consultant or other approved provider provides ongoing technical assistance. This technical assistance occurs regularly in classrooms and in the workshop setting. (Joyce and Showers, 2002; Rosenholtz, 1989; Showers, 1982, 1984)
8. **Formative evaluation** ensures the regular and systematic collection of data relevant to stated goals (student progress, implementation of innovations, etc.) and **summative evaluation** provides information about the cumulative impact of a planned change on student learning. Data collected during the formative evaluation process may also be used in the summative evaluation. When student need is driving the planning and design of staff development, data on student response to the content of staff development is essential throughout the process. (Calhoun, 2001; Hertling, 2000; Yap et al., 2000)

Iowa Professional Development Model

Student learning – at the center
of school improvement and staff development

Operating Principles

- Focus on Curriculum, Instruction, and Assessment
- Participative Decision Making (School & District)
  - Leadership
  - Simultaneity

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Appendix C

(Application in Process)

Appendix D

(Tech Prep Application in Process)

Appendix E

(Tech Prep Technical Review in Process)

Appendix F

IOWA DEPARTMENT OF EDUCATION
BUREAU OF COMMUNITY COLLEGES & CAREER AND TECHNICAL EDUCATION
FY '08 PERKINS IV TECH PREP ALLOCATION

	EDUCATIONAL REGION	INITIAL ALLOCATION	FY 2008 ALLOCATION BASED ON # OF SCHOOL DIST.	ALLOCATION FROM CARRYOVER	FY 2008 ALLOCATION
24	Region I	50,000	28,548	1,142	$79,690
23	Region II	50,000	27,358	1,094	$78,452
18	Region III	50,000	21,411	856	$72,267
13	Region IV	50,000	15,463	619	$66,082
31	Region V	50,000	36,874	1,475	$88,349
14	Region VI	50,000	16,653	666	$67,319
22	Region VII	50,000	26,169	1,047	$77,216
22	Region IX	50,000	26,169	1,047	$77,216
33	Region X	50,000	39,253	1,570	$90,823
54	Region XI	50,000	64,232	2,570	$116,802
23	Region XII	50,000	27,358	1,094	$78,452
31	Region XIII	50,000	36,874	1,475	$88,349
20	Region XIV	50,000	23,790	952	$74,742
23	Region XV	50,000	27,358	1,094	$78,452
13	Region XVI	50,000	15,463	619	$66,082
TOTALS	364	750,000	432,973	17,320	$1,200,293

Information provided is based on FY 2008 school district information.

1,182,973

TITLE III -- FY 2008.

FEDERAL DOLLARS AWARDED	$	1,245,235.00
LESS: 5% STATE LEADERSHIP/ADMIN	$	62,262.00
TOTAL FY 2008 GRANT MONEY		$1,182,973.00
PART E -- TECH PREP		$1,182,973.00
LESS: $50,000 PER AREA		$750,000.00
TOTAL		$432,973.00
FY '07 CARRYOVER	$	17,320.22
TOTAL TO AWARD		$1,200,293.22

Appendix G

Reserve Allocation Sec 112(c)

Rank	College	Total Enrollment	Total CTE		Allocation
			Students	%	
1	SCC-16	4,541	2,430	53.51%	$10,000
2	WITCC-12	7,802	4,078	52.27%	$10,000
3	IHCC-15	6,068	2,987	49.23%	$10,000
4	KCC-10	20,418	9,658	47.30%	$10,000
5	HCC-07	7,837	3,392	43.28%	$10,000
6	NICC-01	7,033	2,740	38.96%	$10,000
7	EICCD-09	11,355	4,230	37.25%	$10,000
8	ILCC-03	4,558	1,697	37.23%	$10,000
9	NCC-04	1,766	625	35.39%	$10,000
10	SWCC-14	1,810	608	33.59%	$10,000
11	NIACC-02	4,366	1,439	32.96%	$10,000
12	DMACC-11	26,801	8,001	29.85%	$10,000
13	IWCC-13	6,610	1,864	28.20%	$10,000
14	ICCC-05	6,919	1,948	28.15%	$10,000
15	IVCCD-06	3,869	826	21.35%	$10,000
	Total	**121,753**	**46,523**	**38.21%**	**$150,000**

Appendix H

Iowa Department of Education
Bureau of Community Colleges & Career and Technical Education
FY '08 Perkins Basic Grant Allocation for Secondary School Districts

			Secondary	Post Sec.	Total
Using Census Data - SD03	FY2008 Funds		5,705,704	4,483,053	10,188,757
Children ages 5-17	FY '07 Carryover		60,178	7,774	67,953
	Total avaliable		5,765,882	4,490,827	10,256,710

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
11	39	0018	ADAIR-CASEY CSD	18	0.0361388%	1,442	15	338	0.0675292%	1,156	12	2,598	27	2,625
11	25	0027	ADEL-DE SOTO-MINBURN CSD	11	0.0220848%	881	9	1,724	0.3444390%	5,896	62	6,777	71	6,848
06	42	0009	AGWSR CSD	99	0.1987633%	7,938	84	881	0.1760155%	3,013	32	10,951	116	11,067
13	78	0441	A-H-S-T CSD	53	0.1064086%	4,249	45	679	0.1356578%	2,322	24	6,571	69	6,640
12	75	0063	AKRON WESTFIELD CSD	27	0.0542082%	2,164	23	569	0.1136809%	1,946	21	4,110	44	4,154
05	11	0072	ALBERT CITY-TRUESDALE CSD	46	0.0923546%	3,688	39	288	0.0575397%	985	10	4,673	49	4,722
15	68	0081	ALBIA CSD	143	0.2871025%	11,467	120	1,242	0.2481399%	4,247	45	15,714	165	15,879
10	57	0099	ALBURNETT CSD	19	0.0381465%	1,524	15	659	0.1316620%	2,254	24	3,778	39	3,817
06	42	0108	ALDEN CSD	36	0.0722775%	2,887	29	316	0.0631338%	1,081	11	3,968	40	4,008
03	55	0126	ALGONA CSD	134	0.2690331%	10,745	112	1,554	0.3104746%	5,314	56	16,059	168	16,227
01	03	0135	ALLAMAKEE CSD	174	0.3493415%	13,953	146	1,578	0.3152696%	5,397	57	19,350	203	19,553
07	12	0153	ALLISON-BRISTOW CSD	32	0.0642467%	2,566	26	323	0.0645324%	1,105	12	3,671	38	3,709
05	11	0171	ALTA CSD	51	0.1023932%	4,090	42	641	0.1280658%	2,192	23	6,282	65	6,347
11	85	0225	AMES CSD	397	0.7970607%	31,835	335	4,387	0.8764814%	15,003	158	46,838	493	47,331
10	53	0234	ANAMOSA CSD	111	0.2228558%	8,901	93	1,321	0.2639234%	4,518	48	13,419	141	13,560
09	49	0243	ANDREW CSD	30	0.0602313%	2,406	24	342	0.0683284%	1,170	12	3,576	36	3,612
13	15	0252	ANITA CSD	32	0.0642467%	2,566	26	310	0.0619351%	1,060	11	3,626	37	3,663
11	77	0261	ANKENY CSD	211	0.4236267%	16,920	177	6,007	1.2001423%	20,543	217	37,463	394	37,857
12	97	0270	ANTHON-OTO CSD	38	0.0762930%	3,047	31	312	0.0623347%	1,067	11	4,114	42	4,156
07	12	0279	APLINGTON-PARKERSBURG CSD	71	0.1425474%	5,693	59	773	0.1544381%	2,644	28	8,337	87	8,424
03	32	0333	ARMSTRONG-RINGSTED CSD	42	0.0843238%	3,368	35	352	0.0703263%	1,204	13	4,572	48	4,620
12	24	0355	AR-WE-VA CSD	32	0.0642467%	2,566	26	453	0.0905052%	1,549	16	4,115	42	4,157
13	15	0387	ATLANTIC CSD	184	0.3694186%	14,755	156	1,370	0.2737131%	4,684	49	19,439	205	19,644
11	05	0414	AUDUBON CSD	32	0.0642467%	2,566	27	692	0.1382551%	2,366	25	4,932	52	4,984
12	18	0423	AURELIA CSD	29	0.0582236%	2,325	25	314	0.0627343%	1,073	11	3,398	36	3,434
11	85	0472	BALLARD CSD	54	0.1084163%	4,330	46	1,077	0.2151745%	3,682	39	8,012	85	8,097
12	47	0504	BATTLE CREEK-IDA GROVE CSD	64	0.1284934%	5,132	54	713	0.1424507%	2,437	26	7,569	80	7,649
11	50	0513	BAXTER CSD	20	0.0401542%	1,604	17	297	0.0593378%	1,015	11	2,619	28	2,647
06	38	0540	BCLUW CSD	30	0.0602313%	2,406	25	626	0.1250689%	2,140	23	4,546	48	4,594
14	87	0549	BEDFORD CSD	62	0.1244780%	4,972	52	523	0.1044905%	1,788	19	6,760	71	6,831
10	06	0576	BELLE PLAINE CSD	37	0.0742853%	2,967	31	728	0.1454476%	2,490	25	5,457	56	5,513
09	49	0585	BELLEVUE CSD	64	0.1284934%	5,132	54	859	0.1716201%	2,938	30	8,070	84	8,154
02	99	0594	BELMOND-KLEMME CSD	35	0.0702698%	2,807	30	799	0.1596327%	2,732	28	5,539	58	5,597
09	16	0603	BENNETT CSD	8	0.0160617%	642	7	243	0.0485491%	831	8	1,473	15	1,488
10	06	0609	BENTON CSD	88	0.1766784%	7,057	74	1,752	0.3500332%	5,992	62	13,049	136	13,185
09	82	0621	BETTENDORF CSD	274	0.5501124%	21,971	232	4,083	0.8157451%	13,963	146	35,934	378	36,312
11	77	0720	BONDURANT-FARRAR CSD	63	0.1264857%	5,052	53	903	0.1804109%	3,088	32	8,140	85	8,225
11	08	0729	BOONE CSD	215	0.4316576%	17,240	182	2,321	0.4637140%	7,937	83	25,177	265	25,442
04	84	0747	BOYDEN-HULL CSD	46	0.0923546%	3,689	39	834	0.1666254%	2,852	30	6,541	69	6,610
13	43	1917	BOYER VALLEY CSD	88	0.1766784%	7,057	74	517	0.1032918%	1,768	19	8,825	93	8,918
06	79	0846	BROOKLYN-GUERNSEY-MALCOM CSD	40	0.0803084%	3,208	34	598	0.1194748%	2,045	22	5,253	56	5,309
16	29	0882	BURLINGTON CSD	865	1.7366688%	69,362	732	5,039	1.0067449%	17,233	182	86,595	914	87,509
13	15	0914	C AND M CSD	28	0.0562159%	2,245	24	215	0.0429550%	735	8	2,980	32	3,012
02	35	0916	CAL CSD	34	0.0682621%	2,726	29	323	0.0645324%	1,105	12	3,831	41	3,872
09	23	0918	CALAMUS/WHEATLAND CSD	66	0.1325088%	5,292	56	485	0.0968985%	1,659	17	6,951	73	7,024
09	23	0936	CAMANCHE CSD	20	0.0401542%	1,604	17	797	0.1592331%	2,726	29	4,330	46	4,376
15	90	0977	CARDINAL CSD	61	0.1224703%	4,891	52	693	0.1384549%	2,370	25	7,261	77	7,338
11	91	0981	CARLISLE CSD	33	0.0662544%	2,646	28	1,281	0.2559318%	4,381	46	7,027	74	7,101
11	14	0999	CARROLL CSD	178	0.3573723%	14,273	151	2,575	0.5144608%	8,806	93	23,079	244	23,323
07	07	1044	CEDAR FALLS CSD	323	0.6484902%	25,901	273	4,596	0.9182377%	15,718	166	41,619	439	42,058
10	57	1053	CEDAR RAPIDS CSD	1,869	3.7524093%	149,871	1,581	20,222	4.0401659%	69,156	729	219,027	2310	221,337
10	57	1062	CENTER POINT-URBANA CSD	49	0.0983778%	3,929	41	1,037	0.2071829%	3,546	37	7,475	78	7,553
15	04	1071	CENTERVILLE CSD	266	0.5340508%	21,330	225	1,578	0.3152696%	5,397	57	26,727	282	27,009

				70%				30%							
MA	Co	Dist	Dist Name	# of Poor	% of Total	Allocation	Carryover Allocation	# of Children	% of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
10	57	1089	CENTRAL CITY CSD	66	0.1325088%	5,292	56	507	0.1012938%	1,734	18	7,026	74	7,100
09	23	1082	CENTRAL CLINTON CSD	124	0.2489560%	9,943	105	1,747	0.3490342%	5,974	63	15,917	168	16,085
01	22	1080	CENTRAL CSD	81	0.1626245%	6,495	69	573	0.1144800%	1,960	21	8,455	90	8,545
14	27	1093	CENTRAL DECATUR CSD	122	0.2449406%	9,783	103	722	0.1442488%	2,469	26	12,252	129	12,381
16	56	1079	CENTRAL LEE CSD	85	0.1706553%	6,816	72	1,029	0.2055845%	3,519	37	10,335	109	10,444
04	60	1095	CENTRAL LYON CSD	50	0.1003855%	4,009	42	812	0.1622300%	2,777	29	6,786	71	6,857
15	59	1107	CHARITON CSD	195	0.3915034%	15,637	165	1,417	0.2831033%	4,846	51	20,483	216	20,699
02	34	1116	CHARLES CITY CSD	227	0.4557501%	18,203	192	1,838	0.3672152%	6,286	66	24,489	258	24,747
12	24	1134	CHARTER OAK-UTE CSD	43	0.0863315%	3,448	36	349	0.0697269%	1,194	13	4,642	49	4,691
12	18	1152	CHEROKEE CSD	67	0.1345165%	5,373	57	1,055	0.2107791%	3,608	38	8,981	95	9,076
13	73	1197	CLARINDA CSD	104	0.2088018%	8,340	88	1,100	0.2197697%	3,762	40	12,102	128	12,230
05	99	1206	CLARION-GOLDFIELD CSD	145	0.2911179%	11,627	123	816	0.1630291%	2,791	29	14,418	152	14,570
14	20	1211	CLARKE CSD	192	0.3854802%	15,396	162	1,328	0.2653219%	4,542	48	19,938	210	20,148
07	12	1215	CLARKSVILLE CSD	42	0.0843238%	3,368	36	352	0.0703263%	1,204	13	4,572	49	4,621
03	21	1218	CLAY CENTRAL/EVERLY CSD	35	0.0702698%	2,807	30	470	0.0939016%	1,607	17	4,414	47	4,461
10	52	1221	CLEAR CREEK-AMANA CSD	60	0.1204626%	4,811	51	1,215	0.2427456%	4,155	44	8,966	95	9,061
02	17	1233	CLEAR LAKE CSD	96	0.1927401%	7,698	81	1,383	0.2763104%	4,730	50	12,428	131	12,559
14	87	1224	CLEARFIELD CSD	11	0.0220848%	882	9	99	0.0197793%	339	4	1,221	13	1,234
09	23	1278	CLINTON CSD	714	1.4335047%	57,254	604	4,486	0.8962607%	15,341	162	72,595	766	73,361
11	50	1332	COLFAX-MINGO CSD	136	0.2730485%	10,906	115	879	0.1756160%	3,006	32	13,912	147	14,059
10	57	1337	COLLEGE CSD	220	0.4416961%	17,641	186	2,963	0.5919796%	10,133	107	27,774	293	28,067
11	85	1350	COLLINS-MAXWELL CSD	57	0.1144394%	4,571	48	502	0.1002949%	1,717	18	6,288	66	6,354
11	85	1359	COLO-NESCO CSD	35	0.0702698%	2,807	30	565	0.1128817%	1,932	20	4,739	50	4,789
09	58	1368	COLUMBUS CSD	88	0.1766784%	7,057	74	958	0.1913994%	3,276	35	10,333	109	10,442
11	14	1413	COON RAPIDS-BAYARD CSD	64	0.1284934%	5,132	54	487	0.0972980%	1,665	18	6,797	72	6,869
14	02	1431	CORNING CSD	67	0.1345165%	5,373	57	513	0.1024926%	1,754	19	7,127	76	7,203
02	41	1449	CORWITH-WESLEY CSD	22	0.0441696%	1,764	19	257	0.0513462%	879	9	2,643	28	2,671
13	78	1476	COUNCIL BLUFFS CSD	1,366	2.7425313%	109,537	1,155	9,871	1.9721332%	33,757	356	143,294	1511	144,805
14	88	1503	CRESTON CSD	182	0.3654031%	14,594	154	1,428	0.2853010%	4,884	52	19,478	206	19,684
11	25	1576	DALLAS CENTER-GRIMES CSD	28	0.0562159%	2,245	24	1,628	0.3252591%	5,567	59	7,812	83	7,895
16	29	1602	DANVILLE CSD	15	0.0301156%	1,203	13	433	0.0865093%	1,481	16	2,684	29	2,713
09	82	1611	DAVENPORT CSD	2,823	5.6677642%	226,370	2,388	18,400	3.6761474%	62,925	664	289,295	3052	292,347
15	26	1619	DAVIS COUNTY CSD	235	0.4718118%	18,844	199	1,551	0.3098753%	5,304	56	24,148	255	24,403
01	96	1638	DECORAH CSD	55	0.1104240%	4,410	47	1,464	0.2924935%	5,007	53	9,417	100	9,517
10	48	1647	DEEP RIVER-MILLERSBURG CSD	28	0.0562159%	2,245	24	211	0.0421558%	722	8	2,967	32	2,999
09	23	1675	DELWOOD CSD	34	0.0682621%	2,726	29	280	0.0559414%	958	10	3,684	39	3,723
12	24	1701	DENISON CSD	183	0.3674109%	14,674	155	1,654	0.3304537%	5,656	60	20,330	215	20,545
07	09	1719	DENVER CSD	33	0.0662544%	2,646	28	640	0.1278660%	2,189	23	4,835	51	4,886
11	77	1737	DES MOINES INDEPENDENT CSD	5,215	10.4702056%	418,179	4,411	34,902	6.9730922%	119,359	1,259	537,538	5670	543,208
14	80	1782	DIAGONAL CSD	19	0.0381465%	1,524	16	92	0.0183807%	315	3	1,839	19	1,858
07	38	1791	DIKE-NEW HARTFORD CSD	35	0.0702698%	2,807	30	713	0.1424507%	2,438	26	5,245	56	5,301
05	99	1854	DOWS CSD	12	0.0240925%	962	10	167	0.0333650%	571	6	1,533	16	1,549
01	31	1863	DUBUQUE CSD	1,087	2.1823803%	87,164	919	12,369	2.4712102%	42,300	446	129,464	1365	130,829
07	07	1908	DUNKERTON CSD	51	0.1023932%	4,090	43	521	0.1040909%	1,782	19	5,872	62	5,934
09	16	1926	DURANT CSD	32	0.0642467%	2,566	27	563	0.1124821%	1,925	20	4,491	47	4,538
05	99	1944	EAGLE GROVE CSD	44	0.0883392%	3,528	37	866	0.1730187%	2,962	31	6,490	68	6,558
11	61	1953	EARLHAM CSD	46	0.0923546%	3,689	39	537	0.1072876%	1,836	19	5,525	58	5,583
07	10	1963	EAST BUCHANAN CSD	61	0.1224703%	4,891	52	559	0.1116830%	1,912	20	6,803	72	6,875
09	49	1965	EAST CENTRAL CSD	70	0.1405397%	5,613	59	414	0.0827133%	1,416	15	7,029	74	7,103
05	37	1967	EAST GREENE CSD	54	0.1084163%	4,330	46	403	0.0805156%	1,378	15	5,708	61	5,769
06	64	1968	EAST MARSHALL CSD	82	0.1646322%	6,575	69	779	0.1556369%	2,664	28	9,239	97	9,336
14	88	1970	EAST UNION CSD	77	0.1545936%	6,174	65	487	0.0972980%	1,665	18	7,839	83	7,922
01	03	1972	EASTERN ALLAMAKEE CSD	35	0.0702698%	2,807	30	476	0.0951003%	1,628	17	4,435	47	4,482
15	90	0657	EDDYVILLE-BLAKESBURG CSD	52	0.1044009%	4,170	44	771	0.1540386%	2,637	28	6,807	72	6,879
01	28	1989	EDGEWOOD-COLESBURG CSD	37	0.0742853%	2,967	31	597	0.1192750%	2,042	22	5,009	53	5,062
06	42	2007	ELDORA-NEW PROVIDENCE CSD	69	0.1385320%	5,533	58	838	0.1674245%	2,866	30	8,399	88	8,487
13	83	2016	ELK HORN-KIMBALLTON CSD	29	0.0582236%	2,325	25	298	0.0595376%	1,019	11	3,344	36	3,380
03	74	2088	EMMETSBURG CSD	92	0.1847093%	7,377	78	750	0.1498430%	2,565	27	9,942	105	10,047
10	48	2097	ENGLISH VALLEYS CSD	47	0.0943624%	3,769	40	429	0.0857102%	1,467	15	5,236	55	5,291
13	73	2113	ESSEX CSD	16	0.0321234%	1,283	14	239	0.0477500%	817	9	2,100	23	2,123

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	% of Total	Allocation	Carryover Allocation	# of Children	% of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
03	32	2124	ESTHERVILLE-LINCOLN CENTRAL CSD	136	0.2730485%	10,906	115	1,379	0.2755113%	4,716	50	15,622	165	15,787
11	05	2151	EXIRA CSD	52	0.1044009%	4,170	44	313	0.0625345%	1,070	11	5,240	55	5,295
15	51	2169	FAIRFIELD CSD	312	0.6264054%	25,019	264	2,344	0.4683092%	8,016	85	33,035	349	33,384
13	36	2205	FARRAGUT CSD	21	0.0421619%	1,684	18	297	0.0593378%	1,016	11	2,700	29	2,729
02	95	2295	FOREST CITY CSD	118	0.2369097%	9,462	100	1,217	0.2431452%	4,162	44	13,624	144	13,768
05	94	2313	FORT DODGE CSD	591	1.1865564%	47,391	500	4,769	0.9528015%	16,309	172	63,700	672	64,372
16	56	2322	FORT MADISON CSD	372	0.7468680%	29,830	315	2,802	0.5598133%	9,582	101	39,412	416	39,828
01	19	2349	FREDERICKSBURG CSD	38	0.0762930%	3,047	32	310	0.0619351%	1,060	11	4,107	43	4,150
15	62	2367	FREMONT CSD	18	0.0361388%	1,443	15	203	0.0405575%	694	7	2,137	22	2,159
13	36	2369	FREMONT-MILLS CSD	42	0.0843238%	3,368	36	420	0.0839121%	1,436	15	4,804	51	4,855
12	47	2376	GALVA-HOLSTEIN CSD	51	0.1023932%	4,090	43	446	0.0891066%	1,525	16	5,615	59	5,674
02	41	2403	GARNER-HAYFIELD CSD	47	0.0943624%	3,769	40	693	0.1384549%	2,370	25	6,139	65	6,204
04	60	2457	GEORGE-LITTLE ROCK CSD	52	0.1044009%	4,170	44	496	0.0990961%	1,696	18	5,866	62	5,928
11	85	2466	GILBERT CSD	29	0.0582236%	2,325	25	775	0.1548377%	2,650	28	4,975	53	5,028
05	46	2493	GILMORE CITY-BRADGATE CSD	17	0.0341311%	1,363	14	190	0.0379602%	650	7	2,013	21	2,034
07	86	2502	GLADBROOK-REINBECK CSD	44	0.0883392%	3,528	37	803	0.1604319%	2,746	29	6,274	66	6,340
13	65	2511	GLENWOOD CSD	148	0.2971410%	11,868	125	2,026	0.4047758%	6,929	73	18,797	198	18,995
11	14	2520	GLIDDEN-RALSTON CSD	41	0.0823161%	3,288	35	353	0.0705261%	1,207	13	4,495	48	4,543
06	86	2682	GMG CSD	15	0.0301156%	1,203	13	363	0.0725240%	1,241	13	2,444	26	2,470
03	74	2556	GRAETTINGER CSD	18	0.0361388%	1,443	15	241	0.0481495%	824	9	2,267	24	2,291
02	12	2664	GREENE CSD	15	0.0301156%	1,203	13	335	0.0669299%	1,146	12	2,349	25	2,374
06	79	2709	GRINNELL-NEWBURG CSD	186	0.3734340%	14,915	157	1,759	0.3514317%	6,015	63	20,930	220	21,150
13	15	2718	GRISWOLD CSD	70	0.1405397%	5,613	59	623	0.1244696%	2,131	22	7,744	81	7,825
07	38	2727	GRUNDY CENTER CSD	39	0.0783007%	3,127	33	577	0.1152792%	1,973	21	5,100	54	5,154
11	39	2754	GUTHRIE CENTER CSD	45	0.0903469%	3,608	38	463	0.0925031%	1,583	17	5,191	55	5,246
01	22	2763	CLAYTON RIDGE CSD	78	0.1566013%	6,255	66	785	0.1568356%	2,685	28	8,940	94	9,034
13	36	2772	HAMBURG CSD	39	0.0783007%	3,127	33	276	0.0551422%	944	10	4,071	43	4,114
02	35	2781	HAMPTON-DUMONT CSD	136	0.2730485%	10,906	115	1,096	0.2189705%	3,748	40	14,654	155	14,809
13	83	2826	HARLAN CSD	127	0.2549791%	10,184	107	1,618	0.3232612%	5,533	58	15,717	165	15,882
15	89	2834	HARMONY CSD	45	0.0903469%	3,608	38	479	0.0956997%	1,638	17	5,246	55	5,301
03	30	2846	HARRIS-LAKE PARK CSD	31	0.0622390%	2,486	26	302	0.0603368%	1,033	11	3,519	37	3,556
04	71	2862	HARTLEY-MELVIN-SANBORN CSD	58	0.1164472%	4,651	49	826	0.1650271%	2,825	30	7,476	79	7,555
10	92	2977	HIGHLAND CSD	58	0.1164472%	4,651	49	600	0.1198744%	2,052	22	6,703	71	6,774
12	75	2988	HINTON CSD	36	0.0722775%	2,887	30	582	0.1162781%	1,990	21	4,877	51	4,928
10	48	2766	H-L-V CSD	47	0.0943624%	3,769	40	417	0.0833127%	1,426	15	5,195	55	5,250
01	45	3029	HOWARD-WINNESHIEK CSD	163	0.3272567%	13,071	138	1,621	0.3238606%	5,544	58	18,615	196	18,811
06	42	3033	HUBBARD-RADCLIFFE CSD	14	0.0281079%	1,123	12	490	0.0978974%	1,676	18	2,799	30	2,829
07	07	3042	HUDSON CSD	65	0.1305011%	5,212	55	708	0.1414518%	2,421	26	7,633	81	7,714
05	46	3060	HUMBOLDT CSD	114	0.2288789%	9,141	96	1,168	0.2333554%	3,994	42	13,135	138	13,273
13	83	3168	IKM CSD	80	0.1606168%	6,415	68	468	0.0935020%	1,600	17	8,015	85	8,100
07	10	3105	INDEPENDENCE CSD	121	0.2429329%	9,703	102	1,630	0.3256587%	5,574	59	15,277	161	15,438
11	91	3114	INDIANOLA CSD	188	0.3774494%	15,075	159	2,999	0.5991721%	10,256	108	25,331	267	25,598
11	61	3119	INTERSTATE 35 CSD	39	0.0783007%	3,127	33	763	0.1524402%	2,609	28	5,736	61	5,797
10	52	3141	IOWA CITY CSD	1,140	2.2887889%	91,414	964	11,430	2.2836068%	39,089	412	130,503	1376	131,879
06	42	3150	IOWA FALLS CSD	108	0.2168326%	8,660	91	959	0.1915992%	3,280	35	11,940	126	12,066
10	48	3154	IOWA VALLEY CSD	44	0.0883392%	3,528	37	655	0.1308629%	2,240	24	5,768	61	5,829
07	09	3186	JANESVILLE CSD	11	0.0220848%	882	9	328	0.0655313%	1,122	12	2,004	21	2,025
05	37	3195	JEFFERSON- SCRANTON CSD	90	0.1806939%	7,217	76	1,083	0.2163732%	3,704	39	10,921	115	11,036
07	10	3204	JESUP CSD	62	0.1244780%	4,972	52	1,005	0.2007896%	3,437	36	8,409	88	8,497
11	77	3231	JOHNSTON CSD	145	0.2911179%	11,627	123	4,463	0.8916655%	15,263	161	26,890	284	27,174
16	56	3312	KEOKUK CSD	365	0.7328140%	29,269	309	2,213	0.4421366%	7,568	80	36,837	389	37,226
15	54	3330	KEOTA CSD	41	0.0823161%	3,288	35	361	0.0721244%	1,235	13	4,523	48	4,571
12	75	3348	KINGSLEY-PIERSON CSD	32	0.0642467%	2,566	27	452	0.0903054%	1,546	16	4,112	43	4,155
11	63	3375	KNOXVILLE CSD	178	0.3573723%	14,273	151	1,896	0.3788030%	6,484	68	20,757	219	20,976
02	95	3420	LAKE MILLS CSD	60	0.1204626%	4,811	51	671	0.1340595%	2,295	24	7,106	75	7,181
14	27	3465	LAMONI CSD	67	0.1345165%	5,373	57	377	0.0753211%	1,289	14	6,662	71	6,733
05	76	3537	LAURENS-MARATHON CSD	37	0.0742853%	2,967	31	396	0.0791171%	1,354	14	4,321	45	4,366
12	97	3555	LAWTON-BRONSON CSD	13	0.0261002%	1,042	11	656	0.1310626%	2,243	24	3,285	35	3,320
12	75	3600	LE MARS CSD	139	0.2790716%	11,146	118	2,432	0.4858908%	8,317	88	19,463	206	19,669
14	87	3609	LENOX CSD	37	0.0742853%	2,967	31	331	0.0661307%	1,132	12	4,099	43	4,142

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	% of Total	Allocation	Carryover Allocation	# of Children	% of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
13	78	3645	LEWIS CENTRAL CSD	245	0.4918889%	19,646	207	2,547	0.5088667%	8,710	92	28,356	299	28,655
15	93	3705	LINEVILLE-CLIO CSD	15	0.0301156%	1,203	13	79	0.0157835%	270	3	1,473	16	1,489
10	57	3715	LINN-MAR CSD	352	0.7067138%	28,226	298	5,392	1.0772710%	18,440	194	46,666	492	47,158
10	57	3744	LISBON CSD	51	0.1023932%	4,090	43	605	0.1208733%	2,069	22	6,159	65	6,224
13	43	3798	LOGAN-MAGNOLIA CSD	55	0.1104240%	4,410	47	602	0.1202740%	2,059	22	6,469	69	6,538
10	52	3816	LONE TREE CSD	48	0.0963701%	3,849	41	470	0.0939016%	1,607	17	5,456	58	5,514
09	58	3841	LOUISA-MUSCATINE CSD	62	0.1244780%	4,972	52	822	0.1642279%	2,811	30	7,783	82	7,865
03	55	3897	LU VERNE CSD	11	0.0220848%	882	9	100	0.0199791%	342	4	1,224	13	1,237
11	50	3906	LYNNVILLE-SULLY CSD	17	0.0341311%	1,363	14	599	0.1196746%	2,048	22	3,411	36	3,447
11	08	3942	MADRID CSD	52	0.1044009%	4,170	44	546	0.1090857%	1,867	20	6,037	64	6,101
13	65	3978	MALVERN CSD	39	0.0783007%	3,127	33	383	0.0765198%	1,310	14	4,437	47	4,484
11	14	4014	MANNING CSD	29	0.0582236%	2,325	25	462	0.0923033%	1,580	17	3,905	42	3,947
05	13	4023	MANSON NORTHWEST WEBSTER CSD	58	0.1164472%	4,651	49	828	0.1654266%	2,832	30	7,483	79	7,562
12	67	4033	MAPLE VALLEY CSD	100	0.2007710%	8,019	85	574	0.1146798%	1,963	21	9,982	106	10,088
09	49	4041	MAQUOKETA CSD	199	0.3995342%	15,957	168	1,506	0.3008847%	5,150	54	21,107	222	21,329
01	28	4043	MAQUOKETA VALLEY CSD	67	0.1345165%	5,373	57	935	0.1868042%	3,198	34	8,571	91	8,662
04	18	4068	MARCUS-MERIDEN-CLEGHORN CSD	64	0.1284934%	5,132	54	526	0.1050899%	1,799	19	6,931	73	7,004
10	57	4086	MARION INDEPENDENT SD	120	0.2409252%	9,623	101	1,842	0.3680143%	6,299	66	15,922	167	16,089
06	64	4104	MARSHALLTOWN CSD	670	1.3451654%	53,726	567	4,832	0.9653883%	16,525	174	70,251	741	70,992
11	91	4122	MARTENSDALE-ST MARYS CSD	26	0.0522004%	2,085	22	505	0.1008943%	1,727	18	3,812	40	3,852
02	17	4131	MASON CITY CSD	489	0.9817700%	39,212	414	4,649	0.9288266%	15,899	168	55,111	582	55,693
16	29	4203	MEDIAPOLIS CSD	89	0.1786862%	7,137	75	863	0.1724193%	2,951	31	10,088	106	10,194
11	63	4212	MELCHER-DALLAS CSD	25	0.0501927%	2,005	21	438	0.0875083%	1,498	16	3,503	37	3,540
01	22	4419	MFL MAR MAC CSD	60	0.1204626%	4,811	51	927	0.1852059%	3,170	33	7,981	84	8,065
10	53	4269	MIDLAND CSD	106	0.2128172%	8,500	90	738	0.1474455%	2,524	27	11,024	117	11,141
10	92	4271	MID-PRAIRIE CSD	248	0.4979120%	19,887	210	1,819	0.3634191%	6,221	66	26,108	276	26,384
13	43	4356	MISSOURI VALLEY CSD	38	0.0762930%	3,047	32	900	0.1798116%	3,078	32	6,125	64	6,189
04	84	4149	MOC-FLOYD VALLEY CSD	102	0.2047864%	8,179	86	1,832	0.3660164%	6,265	66	14,444	152	14,596
06	79	4437	MONTEZUMA CSD	36	0.0722775%	2,887	30	482	0.0962991%	1,648	17	4,535	47	4,582
10	53	4446	MONTICELLO CSD	57	0.1144394%	4,571	48	1,085	0.2167728%	3,711	39	8,282	87	8,369
15	04	4491	MORAVIA CSD	49	0.0983778%	3,929	41	314	0.0627343%	1,074	11	5,003	52	5,055
14	27	4505	MORMON TRAIL CSD	62	0.1244780%	4,972	52	321	0.0641328%	1,098	12	6,070	64	6,134
16	58	4509	MORNING SUN CSD	32	0.0642467%	2,566	27	223	0.0445533%	763	8	3,329	35	3,364
15	04	4518	MOULTON-UDELL CSD	45	0.0903469%	3,608	38	270	0.0539435%	923	10	4,531	48	4,579
14	80	4527	MOUNT AYR CSD	98	0.1967555%	7,858	83	686	0.1370564%	2,346	25	10,204	108	10,312
16	44	4536	MOUNT PLEASANT CSD	202	0.4055573%	16,198	171	2,055	0.4105697%	7,028	74	23,226	245	23,471
10	57	4554	MOUNT VERNON CSD	38	0.0762930%	3,047	32	1,044	0.2085814%	3,570	38	6,617	70	6,687
14	20	4572	MURRAY CSD	23	0.0461773%	1,844	19	311	0.0621349%	1,064	11	2,908	30	2,938
09	70	4581	MUSCATINE CSD	626	1.2568262%	50,198	529	5,130	1.0249259%	17,544	185	67,742	714	68,456
07	19	4599	NASHUA-PLAINFIELD CSD	72	0.1445551%	5,774	61	749	0.1496432%	2,561	27	8,335	88	8,423
11	85	4617	NEVADA CSD	83	0.1666399%	6,656	70	1,391	0.2779088%	4,757	50	11,413	120	11,533
01	19	4662	NEW HAMPTON CSD	98	0.1967555%	7,858	83	1,229	0.2455427%	4,203	44	12,061	127	12,188
16	44	4689	NEW LONDON CSD	27	0.0542082%	2,165	23	523	0.1044905%	1,789	19	3,954	42	3,996
14	87	4698	NEW MARKET CSD	27	0.0542082%	2,165	23	171	0.0341642%	585	6	2,750	29	2,779
05	11	4644	NEWELL-FONDA CSD	61	0.1224703%	4,891	52	471	0.0941014%	1,611	17	6,502	69	6,571
11	50	4725	NEWTON CSD	246	0.4938966%	19,726	208	3,385	0.6762912%	11,576	122	31,302	330	31,632
13	65	4751	NISHNA VALLEY CSD	34	0.0682621%	2,726	29	272	0.0543430%	930	10	3,656	39	3,695
14	01	2673	NODAWAY VALLEY CSD	90	0.1806939%	7,217	76	742	0.1482446%	2,538	27	9,755	103	9,858
02	34	4761	NORA SPRINGS-ROCK FALLS CSD	18	0.0361388%	1,443	15	441	0.0881077%	1,508	16	2,951	31	2,982
10	16	3691	NORTH CEDAR CSD	86	0.1726630%	6,896	73	896	0.1790124%	3,064	32	9,960	105	10,065
02	98	4772	NORTH CENTRAL CSD	34	0.0682621%	2,726	29	540	0.1078869%	1,847	19	4,573	48	4,621
01	33	4774	NORTH FAYETTE CSD	103	0.2067941%	8,259	87	1,014	0.2025877%	3,468	37	11,727	124	11,851
02	95	0873	NORTH IOWA CSD	49	0.0983778%	3,929	41	556	0.1110836%	1,901	20	5,830	61	5,891
03	55	4778	NORTH KOSSUTH CSD	41	0.0823161%	3,288	35	413	0.0825135%	1,412	15	4,700	50	4,750
10	57	4777	NORTH LINN CSD	87	0.1746707%	6,976	74	808	0.1614308%	2,763	29	9,739	103	9,842
15	62	4776	NORTH MAHASKA CSD	51	0.1023932%	4,090	43	588	0.1174769%	2,011	21	6,101	64	6,165
11	77	4779	NORTH POLK CSD	29	0.0582236%	2,325	25	947	0.1892017%	3,239	34	5,564	59	5,623
09	82	4784	NORTH SCOTT CSD	150	0.3011564%	12,028	127	2,881	0.5755968%	9,853	104	21,881	231	22,112
07	86	4785	NORTH TAMA CSD	41	0.0823161%	3,288	35	507	0.1012938%	1,734	18	5,022	53	5,075
01	96	4787	NORTH WINNESHIEK CSD	22	0.0441696%	1,764	19	334	0.0667301%	1,142	12	2,906	31	2,937

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	% of Total	Allocation	Carryover Allocation	# of Children	% of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
09	23	4773	NORTHEAST CSD	48	0.0963701%	3,849	41	662	0.1322614%	2,264	24	6,113	65	6,178
05	40	4775	NORTHEAST HAMILTON CSD	5	0.0100385%	401	4	314	0.0627343%	1,074	11	1,475	15	1,490
02	98	4788	NORTHWOOD-KENSETT CSD	42	0.0843238%	3,368	36	485	0.0968985%	1,659	17	5,027	53	5,080
11	91	4797	NORWALK CSD	74	0.1485705%	5,934	63	1,959	0.3913898%	6,699	71	12,633	134	12,767
05	81	4860	ODEBOLT-ARTHUR CSD	36	0.0722775%	2,887	30	392	0.0783179%	1,341	14	4,228	44	4,272
01	33	4869	OELWEIN CSD	280	0.5621587%	22,453	237	1,582	0.3160688%	5,410	57	27,863	294	28,157
11	08	4878	OGDEN CSD	22	0.0441696%	1,764	19	683	0.1364570%	2,336	25	4,100	44	4,144
03	30	4890	OKOBOJI CSD	103	0.2067941%	8,259	87	934	0.1866044%	3,194	34	11,453	121	11,574
10	53	4905	OLIN CSD	35	0.0702698%	2,807	30	290	0.0579393%	992	10	3,799	40	3,839
14	01	4978	ORIENT-MACKSBURG CSD	25	0.0501927%	2,005	21	276	0.0551422%	944	10	2,949	31	2,980
02	66	4995	OSAGE CSD	79	0.1586091%	6,335	67	1,064	0.2125772%	3,639	38	9,974	105	10,079
15	62	5013	OSKALOOSA CSD	318	0.6384517%	25,500	269	2,525	0.5044713%	8,635	91	34,135	360	34,495
15	90	5049	OTTUMWA CSD	748	1.5017668%	59,980	633	4,666	0.9322230%	15,957	168	75,937	801	76,738
11	39	5121	PANORAMA CSD	78	0.1566013%	6,255	66	731	0.1460469%	2,500	26	8,755	92	8,847
05	37	5139	PATON-CHURDAN CSD	28	0.0562159%	2,245	24	206	0.0411569%	704	7	2,949	31	2,980
11	50	5160	PCM CSD	57	0.1144394%	4,571	48	989	0.1975929%	3,382	36	7,953	84	8,037
15	54	5163	PEKIN CSD	68	0.1365243%	5,453	58	673	0.1344591%	2,302	24	7,755	82	7,837
11	63	5166	PELLA CSD	162	0.3252490%	12,990	137	2,423	0.4840927%	8,286	87	21,276	224	21,500
11	25	5184	PERRY CSD	223	0.4477192%	17,882	189	2,071	0.4137664%	7,082	75	24,964	264	25,228
09	82	5250	PLEASANT VALLEY CSD	73	0.1465628%	5,854	62	3,278	0.6549137%	11,210	118	17,064	180	17,244
11	63	5256	PLEASANTVILLE CSD	38	0.0762930%	3,047	32	639	0.1276662%	2,185	23	5,232	55	5,287
05	76	5283	POCAHONTAS AREA CSD	83	0.1666399%	6,656	70	669	0.1336599%	2,288	24	8,944	94	9,038
05	13	5301	POMEROY-PALMER CSD	31	0.0622390%	2,486	26	266	0.0531443%	910	10	3,396	36	3,432
01	03	5310	POSTVILLE CSD	86	0.1726630%	6,896	73	643	0.1284654%	2,199	23	9,095	96	9,191
05	94	5325	PRAIRIE VALLEY CSD	100	0.2007710%	8,019	85	784	0.1566358%	2,681	28	10,700	113	10,813
14	02	5328	PRESCOTT CSD	2	0.0040154%	160	2	94	0.0187803%	321	3	481	5	486
09	49	5337	PRESTON CSD	39	0.0783007%	3,127	33	300	0.0599372%	1,026	11	4,153	44	4,197
14	69	5463	RED OAK CSD	154	0.3091873%	12,349	130	1,252	0.2501379%	4,282	45	16,631	175	16,806
12	75	5486	REMSEN-UNION CSD	76	0.1525859%	6,094	64	712	0.1422509%	2,435	26	8,529	90	8,619
01	45	5508	RICEVILLE CSD	89	0.1786862%	7,137	75	608	0.1214727%	2,079	22	9,216	97	9,313
12	97	1975	RIVER VALLEY CSD	86	0.1726630%	6,896	73	528	0.1054894%	1,806	19	8,702	92	8,794
13	78	5510	RIVERSIDE CSD	75	0.1505782%	6,014	63	734	0.1466463%	2,510	26	8,524	89	8,613
04	84	5607	ROCK VALLEY CSD	58	0.1164472%	4,651	49	826	0.1650271%	2,825	30	7,476	79	7,555
05	13	5625	ROCKWELL CITY-LYTTON CSD	37	0.0742853%	2,967	31	490	0.0978974%	1,676	18	4,643	49	4,692
02	17	5616	ROCKWELL-SWALEDALE CSD	36	0.0722775%	2,887	30	404	0.0807154%	1,382	15	4,269	45	4,314
11	85	5643	ROLAND-STORY CSD	43	0.0863315%	3,448	36	1,000	0.1997906%	3,420	36	6,868	72	6,940
02	34	5697	RUDD-ROCKFORD-MARBLE RK CSD	84	0.1686476%	6,736	71	618	0.1234706%	2,113	22	8,849	93	8,942
15	59	5715	RUSSELL CSD	39	0.0783007%	3,127	33	202	0.0403577%	691	7	3,818	40	3,858
03	74	5724	RUTHVEN-AYRSHIRE CSD	22	0.0441696%	1,764	19	241	0.0481495%	824	9	2,588	28	2,616
05	81	5742	SAC CSD	58	0.1164472%	4,651	49	437	0.0873085%	1,494	16	6,145	65	6,210
11	77	5805	SAYDEL CSD	117	0.2349020%	9,382	99	1,425	0.2847016%	4,873	51	14,255	150	14,405
05	81	5823	SCHALLER-CRESTLAND CSD	29	0.0582236%	2,325	25	449	0.0897060%	1,536	16	3,861	41	3,902
12	24	5832	SCHLESWIG CSD	8	0.0160617%	642	7	300	0.0599372%	1,026	11	1,668	18	1,686
03	55	5868	SENTRAL CSD	33	0.0662544%	2,646	28	238	0.0475502%	814	9	3,460	37	3,497
12	97	5877	SERGEANT BLUFF-LUTON CSD	68	0.1365243%	5,453	58	1,210	0.2417466%	4,138	44	9,591	102	9,693
15	93	5895	SEYMOUR CSD	66	0.1325088%	5,292	56	348	0.0695271%	1,190	13	6,482	69	6,551
02	35	5922	SHEFFIELD-CHAPIN-MESERVY-THORNT	31	0.0622390%	2,486	26	456	0.0911045%	1,559	16	4,045	42	4,087
04	71	5949	SHELDON CSD	86	0.1726630%	6,896	73	1,156	0.2309580%	3,953	42	10,849	115	10,964
13	73	5976	SHENANDOAH CSD	172	0.3453261%	13,792	145	999	0.1995908%	3,416	36	17,208	181	17,389
04	72	5994	SIBLEY-OCHEYEDAN CSD	63	0.1264857%	5,052	53	832	0.1662258%	2,845	30	7,897	83	7,980
13	36	6003	SIDNEY CSD	38	0.0762930%	3,047	32	378	0.0755209%	1,293	14	4,340	46	4,386
15	54	6012	SIGOURNEY CSD	110	0.2208481%	8,821	93	686	0.1370564%	2,346	25	11,167	118	11,285
04	84	6030	SIOUX CENTER CSD	77	0.1545936%	6,174	65	1,348	0.2693178%	4,610	49	10,784	114	10,898
05	11	6035	SIOUX CENTRAL CSD	27	0.0542082%	2,165	23	469	0.0937018%	1,604	17	3,769	40	3,809
12	97	6039	SIOUX CITY CSD	2,252	4.5213620%	180,583	1,905	15,647	3.1261238%	53,510	564	234,093	2469	236,562
10	52	6093	SOLON CSD	3	0.0060231%	241	3	1,111	0.2219674%	3,799	40	4,040	43	4,083
03	21	6092	SOUTH CLAY CSD	14	0.0281079%	1,123	12	178	0.0355627%	609	6	1,732	18	1,750
05	40	6095	SOUTH HAMILTON CSD	58	0.1164472%	4,651	49	731	0.1460469%	2,500	26	7,151	75	7,226
04	71	6099	SOUTH O'BRIEN CSD	68	0.1365243%	5,453	58	755	0.1508419%	2,582	27	8,035	85	8,120
13	73	6097	SOUTH PAGE CSD	20	0.0401542%	1,604	17	322	0.0643326%	1,101	12	2,705	29	2,734

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	% of Total	# of Poor Allocation	Carryover Allocation	# of Children	% of Total	Children Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
06	86	6098	SOUTH TAMA COUNTY CSD	192	0.3854802%	15,396	162	1,715	0.3426409%	5,865	62	21,261	224	21,485
01	96	6100	SOUTH WINNESHIEK CSD	65	0.1305011%	5,212	55	848	0.1694224%	2,900	31	8,112	86	8,198
11	77	6101	SOUTHEAST POLK CSD	253	0.5079505%	20,288	214	4,573	0.9136425%	15,639	165	35,927	379	36,306
11	91	6094	SOUTHEAST WARREN CSD	52	0.1044009%	4,170	44	578	0.1154790%	1,977	21	6,147	65	6,212
05	94	6096	SOUTHEAST WEBSTER-GRAND CSD	81	0.1626245%	6,495	69	672	0.1342593%	2,298	24	8,793	93	8,886
05	13	6091	SOUTHERN CAL CSD	87	0.1746707%	6,976	74	561	0.1120825%	1,919	20	8,895	94	8,989
03	21	6102	SPENCER CSD	185	0.3714263%	14,835	156	1,901	0.3798020%	6,501	69	21,336	225	21,561
03	30	6120	SPIRIT LAKE CSD	28	0.0562159%	2,245	24	1,184	0.2365521%	4,049	43	6,294	67	6,361
10	57	6138	SPRINGVILLE CSD	13	0.0261002%	1,042	11	499	0.0996955%	1,706	18	2,748	29	2,777
02	66	5751	ST ANSGAR CSD	81	0.1626245%	6,495	69	760	0.1518409%	2,599	27	9,094	96	9,190
14	69	6165	STANTON CSD	37	0.0742853%	2,967	31	248	0.0495481%	848	9	3,815	40	3,855
01	22	6175	STARMONT CSD	76	0.1525859%	6,094	64	796	0.1590333%	2,722	29	8,816	93	8,909
05	11	6219	STORM LAKE CSD	197	0.3955188%	15,797	167	1,962	0.3919892%	6,710	71	22,507	238	22,745
05	40	6246	STRATFORD CSD	20	0.0401542%	1,604	17	224	0.0447531%	766	8	2,370	25	2,395
07	09	6273	SUMNER CSD	40	0.0803084%	3,208	34	618	0.1234706%	2,113	22	5,321	56	5,377
03	30	6345	TERRIL CSD	17	0.0341311%	1,363	14	199	0.0397583%	681	7	2,044	21	2,065
10	16	6408	TIPTON CSD	53	0.1064086%	4,250	45	795	0.1588335%	2,719	29	6,969	74	7,043
03	55	6417	TITONKA CSD	20	0.0401542%	1,604	17	198	0.0395585%	677	7	2,281	24	2,305
13	78	6453	TREYNOR CSD	26	0.0522004%	2,085	22	502	0.1002949%	1,717	18	3,802	40	3,842
13	78	6460	TRI-CENTER CSD	45	0.0903469%	3,608	38	706	0.1410522%	2,414	25	6,022	63	6,085
15	54	6462	TRI-COUNTY CSD	27	0.0542082%	2,165	23	352	0.0703263%	1,204	13	3,369	36	3,405
07	09	6471	TRIPOLI CSD	59	0.1184549%	4,731	50	466	0.0931024%	1,594	17	6,325	67	6,392
01	33	6509	TURKEY VALLEY CSD	59	0.1184549%	4,731	50	631	0.1260679%	2,158	23	6,889	73	6,962
11	63	6512	TWIN CEDARS CSD	63	0.1264857%	5,052	53	463	0.0925031%	1,583	17	6,635	70	6,705
05	46	6516	TWIN RIVERS CSD	22	0.0441696%	1,764	19	237	0.0473504%	811	9	2,575	28	2,603
13	78	6534	UNDERWOOD CSD	8	0.0160617%	642	7	678	0.1354580%	2,319	24	2,961	31	2,992
07	07	6536	UNION CSD	65	0.1305011%	5,212	55	1,126	0.2249642%	3,851	41	9,063	96	9,159
11	08	6561	UNITED CSD	28	0.0562159%	2,245	24	428	0.0855104%	1,464	15	3,709	39	3,748
11	77	6579	URBANDALE CSD	220	0.4416961%	17,641	186	3,744	0.7480161%	12,804	135	30,445	321	30,766
01	33	6591	VALLEY CSD	47	0.0943624%	3,769	40	528	0.1054894%	1,806	19	5,575	59	5,634
15	89	6592	VAN BUREN CSD	142	0.2850948%	11,387	120	899	0.1796118%	3,074	32	14,461	152	14,613
11	25	6615	VAN METER CSD	20	0.0401542%	1,604	17	644	0.1286652%	2,202	23	3,806	40	3,846
02	17	6633	VENTURA CSD	12	0.0240925%	962	10	297	0.0593378%	1,016	11	1,978	21	1,999
14	69	6651	VILLISCA CSD	53	0.1064086%	4,250	45	426	0.0851108%	1,457	15	5,707	60	5,767
10	06	6660	VINTON-SHELLSBURG CSD	188	0.3774494%	15,075	159	1,849	0.3694129%	6,323	67	21,398	226	21,624
16	44	6700	WACO CSD	45	0.0903469%	3,608	38	576	0.1150794%	1,970	21	5,578	59	5,637
05	81	6741	WALL-LAKE VIEW-AUBURN CSD	61	0.1224703%	4,891	52	546	0.1090857%	1,867	20	6,758	72	6,830
13	78	6750	WALNUT CSD	46	0.0923546%	3,689	39	289	0.0577395%	988	10	4,677	49	4,726
16	58	6759	WAPELLO CSD	89	0.1786862%	7,137	75	714	0.1426505%	2,442	26	9,579	101	9,680
07	09	6762	WAPSIE VALLEY CSD	134	0.2690331%	10,745	113	748	0.1494434%	2,558	27	13,303	140	13,443
10	92	6768	WASHINGTON CSD	165	0.3312721%	13,231	140	1,726	0.3448386%	5,903	62	19,134	202	19,336
07	07	6795	WATERLOO CSD	1,889	3.7925634%	151,475	1,598	12,450	2.4873932%	42,577	449	194,052	2047	196,099
11	25	6822	WAUKEE CSD	149	0.2991487%	11,948	126	2,746	0.5486250%	9,391	99	21,339	225	21,564
07	09	6840	WAVERLY-SHELL ROCK CSD	72	0.1445551%	5,774	61	1,874	0.3744076%	6,409	68	12,183	129	12,312
15	93	6854	WAYNE CSD	80	0.1606168%	6,415	68	613	0.1224716%	2,096	22	8,511	90	8,601
05	40	6867	WEBSTER CITY CSD	162	0.3252490%	12,990	137	1,606	0.3208637%	5,492	58	18,482	195	18,677
03	74	6921	WEST BEND-MALLARD CSD	30	0.0602313%	2,406	25	410	0.0819142%	1,402	15	3,808	40	3,848
10	16	6930	WEST BRANCH CSD	24	0.0481850%	1,925	20	773	0.1544381%	2,644	28	4,569	48	4,617
16	29	6937	WEST BURLINGTON IND SD	37	0.0742853%	2,967	31	431	0.0861098%	1,474	16	4,441	47	4,488
01	33	6943	WEST CENTRAL CSD	46	0.0923546%	3,689	39	333	0.0665303%	1,139	12	4,828	51	4,879
11	39	6264	WEST CENTRAL VALLEY CSD	53	0.1064086%	4,250	45	1,067	0.2131766%	3,649	38	7,899	83	7,982
01	28	6950	WEST DELAWARE COUNTY CSD	194	0.3894957%	15,556	164	1,795	0.3586242%	6,139	65	21,695	229	21,924
11	77	6957	WEST DES MOINES CSD	453	0.9094925%	36,325	383	10,611	2.1199783%	36,288	383	72,613	766	73,379
02	41	0819	WEST HANCOCK CSD	67	0.1345165%	5,373	57	671	0.1340595%	2,295	24	7,668	81	7,749
13	43	6969	WEST HARRISON CSD	76	0.1525859%	6,094	64	532	0.1062886%	1,819	19	7,913	83	7,996
09	70	6975	WEST LIBERTY CSD	100	0.2007710%	8,019	85	1,115	0.2227665%	3,813	40	11,832	125	11,957
04	60	6983	WEST LYON CSD	72	0.1445551%	5,774	61	915	0.1828084%	3,129	33	8,903	94	8,997
06	64	6985	WEST MARSHALL CSD	69	0.1385320%	5,533	58	809	0.1616306%	2,767	29	8,300	87	8,387
12	67	6987	WEST MONONA CSD	44	0.0883392%	3,528	37	650	0.1298639%	2,223	23	5,751	60	5,811
04	84	6990	WEST SIOUX CSD	58	0.1164472%	4,651	49	750	0.1498430%	2,565	27	7,216	76	7,292

				70%				30%						
MA	Co	Dist	Dist Name	# of Poor	# of Poor % of Total	Allocation	Carryover Allocation	# of Children	Children % of Total	Allocation	Carryover Allocation	Funds Allocation	Carryover Allocation	Total Allocation
01	31	6961	WESTERN DUBUQUE CSD	283	0.5681818%	22,693	239	3,964	0.7919700%	13,556	143	36,249	382	36,631
12	97	6992	WESTWOOD CSD	61	0.1224703%	4,891	52	708	0.1414518%	2,421	26	7,312	78	7,390
12	67	7002	WHITING CSD	15	0.0301156%	1,203	13	202	0.0403577%	691	7	1,894	20	1,914
10	48	7029	WILLIAMSBURG CSD	34	0.0682621%	2,726	29	1,160	0.2317571%	3,967	42	6,693	71	6,764
09	70	7038	WILTON CSD	94	0.1887247%	7,538	79	876	0.1750166%	2,996	32	10,534	111	10,645
16	44	7047	WINFIELD-MT UNION CSD	42	0.0843238%	3,368	36	393	0.0785177%	1,344	14	4,712	50	4,762
11	61	7056	WINTERSET CSD	106	0.2128172%	8,500	90	1,593	0.3182665%	5,448	57	13,948	147	14,095
02	41	7083	WODEN-CRYSTAL LAKE CSD	29	0.0582236%	2,325	25	177	0.0353629%	605	6	2,930	31	2,961
13	43	7092	WOODBINE CSD	67	0.1345165%	5,373	57	476	0.0951003%	1,628	17	7,001	74	7,075
12	97	7098	WOODBURY CENTRAL CSD	43	0.0863315%	3,448	36	625	0.1248691%	2,137	23	5,585	59	5,644
11	25	7110	WOODWARD-GRANGER CSD	55	0.1104240%	4,410	47	954	0.1906003%	3,263	34	7,673	81	7,754
10	06	6660	Iowa Braille & Sight Saving School	0	0.0000000%	0	0	30	0.0059937%	103	1	103	1	104
06	86	6098	Iowa Juvenile Home-Toledo	0	0.0000000%	0	0	82	0.0163828%	280	3	280	3	283
13	78	1476	Iowa School for the Deaf	0	0.0000000%	0	0	108	0.0215774%	369	4	369	4	373
06	42	2007	Iowa Training School-Eldora	0	0.0000000%	0	0	183	0.0365617%	626	7	626	7	633
07	07	1044	Malcolm Price Lab School	0	0.0000000%	0	0	382	0.0763200%	1,306	14	1,306	14	1,320
06	86	0441	Sac & Fox School	0	0.0000000%	0	0	142	0.0283703%	486	5	486	5	491
370				49,808	100.0000%	3,993,993	42,125	500,524	100.0000%	1,711,711	18,053	5,705,704	60,178	5,765,882
						3,993,992.80	42,124.77			1,711,711.20	18,053.47			-

Appendix I

Iowa Department of Education
Bureau of Community Colleges & Career and Technical Education
Grimes State Office Building
Des Moines, Iowa

FY 2008 Allocation Table
for Post Secondary Career & Technical Education Programs
Title I, Part C, Section 132
of the
Carl D. Perkins Career & Technical Act of 2006
CFDA #84.048

MAS #	COMMUNITY COLLEGE	FY 06' PELL COUNT	FY 06' SHARE	ALLOCATION FROM FY '08 FUNDS	ALLOCATION FROM CARRYOVER	TOTAL ALLOCATION
I	NORTHEAST	739	6.417716%	287,710	499	$ 288,209
II	NORTH IOWA	329	2.857143%	128,087	222	$ 128,309
III	IOWA LAKES	655	5.688233%	255,006	442	$ 255,448
IV	NORTHWEST	173	1.502388%	67,353	117	$ 67,470
V	IOWA CENTRAL	626	5.436387%	243,716	423	$ 244,139
VI	IOWA VALLEY	285	2.475033%	110,957	192	$ 111,149
VII	HAWKEYE	942	8.180634%	366,742	636	$ 367,378
IX	EASTERN IOWA	872	7.572731%	339,490	589	$ 340,079
X	KIRKWOOD	1,800	15.631785%	700,781	1,215	$ 701,996
XI	DMACC	1,681	14.598350%	654,452	1,135	$ 655,587
XII	WESTERN IOWA	894	7.763786%	348,055	604	$ 348,659
XIII	IOWA WESTERN	510	4.429006%	198,555	344	$ 198,899
XIV	SOUTHWESTERN	227	1.971342%	88,376	153	$ 88,529
XV	INDIAN HILLS	1,062	9.222753%	413,461	717	$ 414,178
XVI	SOUTHEASTERN	720	6.252714%	280,312	486	$ 280,798
	TOTAL	11,515	100.00%	4,483,053	7,774	$ 4,490,827

Allocation based on Pell Grant/BIA Headcount Shares

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IOWA DEPARTMENT
OF EDUCATION

The Carl D. Perkins Career and Technical Education Act of 2006

Transition Plan

July 1, 2007 – June 30, 2008

Presented to the Iowa State Board of Education—March 8, 2007

Transition Plan Requirements

- Program Administration
- Special Populations
- Accountability and Evaluation
- Tech Prep Programs
- Financial Requirements
- EDGAR Certification and Assurances

Program Administration

- Program of Study:
  - Recipients must develop one program of study.
  - Offered to students as an option when planning future coursework.
  - Incorporates secondary and postsecondary education.
  - Includes coherent and rigorous content.
  - Non-duplicative progression of courses.
  - May include concurrent enrollment.

Program Administration (cont'd)

- Lead to an industry-recognized certificate or credential.
- Competency-based instruction.
- Three sequential units.
- Approved by the Director of Iowa Department of Education.
- Annual evaluation of performance measures.
- DE has established a stakeholders group to develop framework.

Program Administration (cont'd)

- Occupational and Employment Information
  - Prepare students for high-skill, high-wage, or high-demand occupations.
    - Annual growth rate of 1.2%.
    - Above mean annual wage for employment.
    - High skill on a regional basis.
  - DE designation of Career Information Delivery System which provides students, teachers, counselors, et al. with information for career planning.
  - Prepare for non-traditional careers.

Program Administration (cont'd)

- Professional Development
  - Program management committees.
  - Application for local funds.
  - State and regional workshops and conferences.
  - DE consultant distribution list of teachers.
  - Monitoring and accreditation.
  - Data quality and accountability.

Special Populations

- Special populations students will have equal access to career and technical education programs.
- Assurances will include the non-discrimination policy statement.
- Recipients must be accountable for the success of special population students.

Accountability and Evaluation

- Secondary and postsecondary indicators are defined.
- Secondary agreed upon performance levels:
  - Academic attainment – reading/language.
  - Academic attainment – mathematics.
  - Student graduation rates.
- Performance measures must be quantifiable and measurable to make progress toward improving cte programs.
- Data must be complete, accurate, and reliable.
- Performance measures aligned with other federal programs.

Tech Prep

- Must describe basis to award grants to tech prep consortia:
  - Basic allocation of $50,000.
  - Balance based on number of local education agencies.
- Five percent (5%) for administration.
- Copy of application will be submitted.
- List of consortia and projected funding.

Basic Grant Financial Requirements

- Formula for allocation of funds between secondary and postsecondary:
  - 1/3 contact hours.
  - 1/3 total total operation costs.
  - 1/3 federal calculation for states.
- Fifty-six percent (56%) of the funds distributed to secondary and 44% of funds distributed to postsecondary.

Perkins Basic Grant Allocation FY 2008

% of Grant	Grant Categories	Basic State Grant
5%	ADMINISTRATION	608,162.00
10%	STATE PROGRAM AND LEADERSHIP	1,216,324.00
85%	RESERVE FUND	150,000.00
	SECONDARY - 56%	5,705,704.00
	POST SECONDARY - 44%	4,483,053.00
	TOTAL BASIC	12,163,243.00

Financial Requirements (cont'd)

- Allocate funds to secondary and postsecondary:
  - Secondary Distribution
    - 30% age 5-17.
    - 70% age 5-17 below poverty level.
  - Postsecondary Distribution
    - Number of individuals who are Federal Pell Grant recipients.
- Consortia will describe the process to allocate funds within the consortium.

Perkins Basic Grant Allocation FY 2004 – FY 2008

State Fiscal Year	Basic State Grant	Increase/Decrease From Previous Year	Percent of Increase/Decrease From Previous Year
Projected 2008	$12,163,243	-$157,258	-1.28%
2007	$12,320,501	-$543,871	-4.23%
2006	$12,864,372	-$171,743	-1.32%
2005	$13,036,115	-$357,521	-2.67%
2004	$13,393,636		

- Tech prep allocations of $1,245,235 have not changed from FY 2004 to FY 2008.

Financial Requirements (cont'd)

- Reserve funds will be made available on a regional basis to community colleges that propose to advance the academic core in support of career and technical education programs linked to economic development priorities of the state (i.e., Information Technology, Bioscience/Biotechnology, and Advanced Manufacturing)
- Reserve funds will be matched with other Department of Education funding sources.

EDGAR Certifications and Assurances

- Iowa State Board of Education has responsibility for approval of the Carl D. Perkins Plan.
- Certification and assurances signed.